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ABSTRACT

This report describes the conception, development, introduction, refinement, evaluation, and expansion of a K-3 public alternative school model covering a three-year period from 1974-1977. Each action stage of development ranging from site and staff selection to program implementation and refinement is outlined to provide the reader with a blueprint for emulating the model. The reader is also made aware of how the school came into existence and developed its own personality by reflecting the needs, interests, and goals of the students as well as the styles of its teachers and administrators. Spawned during a period of economic austerity, the Salem Public Alternative School continues to thrive and what originated as a K-3 experiment has blossomed into a K-6 school that is budgeted for further expansion. Among the significant outcomes of this project is the acceptance of the alternative school as a complement to the neighborhood schools and as aid to helping the total district in becoming more responsive to the needs of students and parents. An extensive appendix contains copies of progress and evaluation reports, surveys, and other documents related to the execution of the project. (Author)

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SALEM PUBLIC ALTERNATIVE SCHOOL

by

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Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

EA 010 065

Providence Cluster

Ian Malcolm

Maxi I/II Practicum

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PREFACE

The introduction of any educational innovation within a traditional setting, even one which may represent an idea whose time has come, must be carefully conceived, prudently nurtured, and staunchly supported, if it is to survive the test of time. Since its origin, the Salem Public Alternative School has been blessed with a core of dedicated supporters who have bestowed such care on their creation. They were instrumental in reducing the time lag between the school's conception and its having achieved reality; remained steadfast in the face of controversy; and are largely responsible for whatever degree of success it currently enjoys. To each of these, the writer will be eternally grateful.

This report is an effort to present in proper perspective a blueprint, inclusive of both the agonies and the ecstasies experienced, of how the Salem alternative school model was: conceived, developed, introduced, refined, and ultimately expanded after having been subjected to critical analysis and evaluation. It is the modest hope of the author that this literary endeavor might serve as a worthwhile resource document for other educational administrators interested in the concept of public alternative schools.

The writer is indebted to those authors and publishers from whom materials were secured. Acknowledgements have been made to each of these in the footnote references.

Many persons have provided assistance in the evolvement of this practicum. My thanks go to all of them. However, a special expression of gratitude is extended to the following for their encouragement, support, and direct assistance in the completion of this project: Dr. Lawrence F. McConnell, former Superintendent of Schools in Salem, Mass. and present Superintendent of Schools in Sturgis, Michigan; Dr. Alan E. Schaefer, Superintendent of Schools in Salem, Mass.; Dr. Robert Mackin, Director of the National Alternative Schools Program, University of Massachusetts; Mr. Sergio Pirrotta, Head Teacher Salem Public Alternative School; Dr. Mary Kohring, Educational Consultant, Tufts University; Professor Murray Heyert, Practicum Reviewer, Nova University; Dr. Mary A. Procopio, Coordinator of Early Childhood Education at Salem State College; Salem School Committee; Dr. Edward Garlitz, Bucks County Public Schools; teachers, parents, students, and volunteers of the Salem Public Alternative School; Mrs. Mary Mercier for helping with the preparation and the typing of the manuscript; and above all, to my loving wife and family for their steadfast devotion, sacrifices, and encouragement throughout the practicum effort. To others who have contributed either directly or indirectly to this project, the author is grateful.

Joseph S. Salerno

INTRODUCTION

One of the latest concepts to capture the imagination of educators, parents, and students alike is that of public alternative schools. As the topic has become the focal point of educational conferences, journals, and seminars, a surge of interest, prompted by an increase in the number of school systems that have already introduced or are considering the concept for their districts, has been evidenced across the country.

The transition from passive interest in the concept to active participation, as far as the Salem School Department is concerned, resulted from a public hearing that was held on January 8, 1974. At that meeting a group of parents, frustrated with the feeling that their children were not receiving the same benefits that others at two recently completed elementary schools were enjoying, expressed dissatisfaction with their neighborhood school. Claiming that the school was too traditional and its curriculum too structured, the parents sought a solution that not only would meet the needs of their children but also serve the rest of the community. The model which they described appeared to possess many of the characteristics of the British Infancy Schools.

Anxious to convey an image of responsiveness to community needs, the School Committee mandated at its next regularly scheduled session, January 17, that the School Administration prepare for implementation by September of 1974, a plan for the establishment of an alternative school in the district. Said school was to provide a certain degree of "openness";

allow for voluntary participation by students, staff, and parents; serve as a future model for other schools in the district. Thus the concept for a public alternative school in Salem was spawned.

Except for the imposed time constraint, the participant welcomed the challenge to put into practice a concept for educational change for which he possessed a certain degree of philosophical affinity and literally leaped at the opportunity to commit the task to action.

In retrospect, what made the school committee action so remarkable, was that up to this point Salem had the reputation of offering a rather traditional educational setting to its students. In large measure this was due to the fact that the community is composed of pragmatists who have no desire to startle the world through educational innovation. Its people possess a strong sense of fiscal accountability that leads them to want to see evidence of results before adopting system-wide change.

On the surface these characteristics would appear to provide a rather hazardous environment for anyone seeking to produce change through the development of an alternative educational model. Yet, upon analysis, it became apparent that a significant philosophical change had already occurred through the committee's acceptance of increased citizen involvement in the public decision making. Thus it was that the writer accepted the gauntlet laid down by the School Committee and proceeded over the next thirty months to:

A. develop an alternative school model at the primary grades (K-3) committed to providing an adaptive and personalized education for each child.

B. refine and expand that model after subjecting it to critical analysis, evaluation, and reformulation.

What follows is a description of the program: its origin, design, adoption, refinement, and expansion. To this end the writer is indebted to Professors Heyert and Kaylin of Nova University for their constructive comments, guidance, and patience throughout the project.

BACKGROUND

> Imagine a town in which every family is arbitrarily assigned to one local doctor by a ruling of the Board of Health. Imagine that the Health Board assigns families only on the basis of the shortest distance from the home to the doctor's office. Imagine finally that if a family complains that the assigned doctor is not helping one ailing member of the family the Board of Health replies, "Sorry, no exceptions to doctor assignments."
>
> If this sounds like a totalitarian nightmare, stop and think. This is nothing less than a description of the way that Boards of Education assign children to schools and teachers. The fact that it is a time-honored tradition does not change the meaning of the process. In fact, a better case can be made for assigning families to doctors than to schools and teachers.
>
> Richard Kamman
> Bell Telephone Laboratories[1]

The rationale for public alternative schools has long been apparent to educational leaders. However, it has only been since the late 1960's with the advent of accountability in education that the public has demonstrated any steadfast inclination to proceed beyond the principal's office into the classroom. With this closer scrutiny of the educational domain, kindled by Charles Silberman's brilliant documentary, Crisis in the Classroom, came a public clamor for educational change.[2] The free school movement with its goal toward making learning more relevant and enjoyable for young people was an early reaction to this cry. Their

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[1]National Alternative Schools Program, Rationale, Readings, Resources (Amherst: University of Massachusetts, 1973), p. 2.

[2]Charles Silberman, Crisis in the Classroom: The Remaking of American Education (New York: Random House, 1970).

founders represented as wide a range of educational philosophies and political beliefs as their locations did in ranging from rural communes to ghetto storefronts.[3] However, it didn't take long for people to realize that since most children would always be enrolled in public schools that viable alternatives to traditional programs would have far greater impact if they originated there. Thus, the concept of public alternative schools was born and before long the educational skyline was dotted with hundreds of new entrees ranging from Murray Road, a public alternative high school begun in 1967 in Newton, Massachusetts to the heralded Parkway Program in Philadelphia.[4]

The reasons for creating public alternative schools as set forth by Richard Kamman are as follows:

> The growing pluralism within our society -- long a hallmark of our democratic culture -- demands that a plurality of educational options be provided that can begin to satisfy a greater number of families.
>
> Children have different learning needs, and no single program yet devised can meet all educational needs.
>
> The conventional schools need a comparative perspective on all facets of their operations which uniquely different options can begin to provide.
>
> An alternative school provides an opportunity for total institutional reform (as opposed to piecemeal changes for a school) that can be as wild or as sober as a clientele might opt for.
>
> Alternative schools can provide a symbol of flexibility and change within the public schools at a time when demands for change have often reached a point of desperation.
>
> Within the context of alternative education programs, mediocrity -- an inherent characteristic of institutions that must respond to consensual compromises -- becomes unacceptable as long as clients can opt out.

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[3]Robert C. Riordan, Alternative Schools in Action (Bloomington: Phi Delta Kappa, 1972), p. 7.

[4]National Alternative Schools Program, Rationale, Readings, Resources, p. 2.

> A school program whose constituency attends entirely by choice must remain heavily accountable to that group of people.
>
> With parents satisfied that they have a say in their children's education, and an alternative if things do not work out, they will be more willing to back the budgets and referenda of the board."[5]

In Salem's case, the ground upon which its public alternative school was to germinate was furrowed on December 20, 1973. On that evening, just prior to finalizing its budget for the 1974-75 academic year, the Salem School Committee, departing from tradition, voted to conduct an open hearing to provide citizens with an opportunity to discuss, comment, or make inquiry into any facet of public education and letters were duly sent to members of the City Council, leaders of civic organizations, officers of employee organizations, PTA and student organizations inviting them to contribute to the public hearing scheduled for January 8, 1974. In addition to the special mailing, public announcements were made via the news media, inviting all citizens to attend the hearing at which a budget synopsis would be presented.

Coming on the heels of "open" budget deliberations, this motion provides a barometric indication of the change in the political climate that was gently wafting its way into the community. Though welcomed, this move was greeted with a certain degree of apprehension by school officials for it turned the entire educational arena into "fair game."

The agenda for January 8 called for the superintendent to present a budget overview, and then for members of the committee, beginning with the mayor, to explain the process that led to budget finalization. Following

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[5]National Alternative Schools Program, Rationale, Readings, Resources (Amherst: University of Massachusetts, 1973), p. 4.

this, the public would be invited to ask questions of the administration and/or the school committee or to discuss any facet of Salem's educational program.

In anticipation of a large turnout, this format was to take place in two settings: one in the afternoon, from 2:30-4:30, and one in the evening, from 7 to 9:30.

As things turned out, attendance at both sessions was most disappointing. The afternoon produced an audience of approximately thirty men and women some of whom remained for the entire session, others of whom drifted in and out at random. Most questions asked were related to the budget and most comments made were about existing programs and were favorable to both staff and administration. Despite the sparse attendance, the committee was pleased with the general tenor of the audience reaction, and looked forward to the evening meeting.

At the appointed hour, eighteen people were on hand to greet the committee. In the course of the evening this number was to swell to twenty-eight. Shortly after the budget overview, questions were asked and statements made by varied people including: the chairman of the City Council Finance Committee, who, though commending the committee for the cuts it had made, was convinced that further reductions were in order; representatives from the Parents' Special Education Advisory Committee, who praised the committee for recognizing the need for program expansion; the director and assistant director of the North Shore Guidance Clinic who expressed gratitude to the committee for the funds allocated in support of the clinic, and one young lady, seated among a group of four other women, who expressed a desire to be recognized. Gaining self-assurance as she spoke, this woman, later joined

by two of the others, expressed a feeling of discrimination and frustration over the education her children were receiving at the neighborhood school they attended. Claiming that while recently developed sections of the city sported new educational facilities, their children were compelled to attend schools that not only were archaic in construction, but were even more traditional in program structure.

While they recognized that their views concerning the neighborhood school might not necessarily be shared by a majority of others, they, nevertheless, were adamant and convincing in presenting their desire to see the establishment of a school in the district where children would enjoy greater freedom of choice and individualization of instruction; where programs were more flexible,and creativity was fostered; and where parents would be encouraged, permitted, and welcomed to actively share in the education of their children.

Anxious to convey an image of responsiveness to community needs, the school committee assured the parents that it was empathetic to their plea, and that at the next regularly scheduled meeting a resolution would be introduced for action.

On Monday, January 24, 1974 the motion was made and seconded "that the School Administration prepare for implementation by September 1974, a plan for the establishment of an alternative school in the district which is to provide for a certain degree of 'openness'; encourage parental involvement; and serve as a model for other schools in the district." The vote was 7 to 0 in favor of adoption.

COMMUNITY STRUCTURE

Since the alternative school concept was an outgrowth of citizen participation in government, a description of the community structure as it existed at the time of the open hearing would be in order.

History

Founded in 1626 by Roger Conant and destined to play a vital role in our nation's early growth and development and in the witchcraft hysteria of 1692, Salem in 1974 is a city which is marked by sharp contrasts between the old and the new, the beautiful and the drab. Gone are the days of its glorious past when its vessels plied the seven seas in search for new markets, alerting the world to the ingenuity of a special breed of people that was bent upon amassing personal fortune and in the process, sculptured the greatness that was to become America's. However, generously sprinkled throughout its present landscape, and visible to the discerning eye, are the hallmarks of the past: picturesque mansions and fine residences designed by the famous architect Samuel McIntire for wealthy sea captains and owners; Chestnut Street, labeled by many as the most architecturally beautiful street in America; the Peabody Museum, the Essex Institute, the Custom House; Derby Wharf. Unfortunately, decades of neglect and lack of long range planning have also taken their toll on the community so that the elegance of the past is scarred by the present as ugly high rise apartments and postage size housing developments are allowed to proliferate and indiscriminantly saturate every square foot of land.

Geographical Location

Geographically, Salem encompasses 8.2 square miles and is located along the scenic North Shore, approximately sixteen miles northeast of Boston. It is bordered by the communities of Swampscott and Lynn on the west, Marblehead on the southwest, Peabody on the north, and the mighty Atlantic on the east and southeast. Stripped of any major artery to route 128, (and therefore unable to attract any major new industry), choked by its own sewage, and slowly being engulfed by the lengthening shadow of Boston, Salem is beginning to realize the necessity for regional cooperation with its neighbors in dealing with common problems.

Demographic Makeup

The 1970 U.S. census figures reveal that Salem is a city of 40,556 people with an average age of 30.9. The median family income is $9861.[6] Approximately one third of the people are of French Canadian descent, one third of Irish descent, with the next two largest ethnic representations being those of Polish and Italian descent in that order. Less than one percent of the population is black. Eighty percent of the people are Catholic, sixteen percent Protestant, and four percent Jewish.

According to its charter, Salem subscribes to a Plan B type of government, that is, "government by a mayor and council elected by district and at large."[7]

Major Industries

Excluding tourism, the significant industries that contribute to the

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[6] Massachusetts Dept. of Taxation & Commerce Boston: The Commonwealth of Massachusetts, 1971, p. 1.

[7] City of Salem, Code of Ordinances, 1973, p. 24.

industrial base consist of: GTE Sylvania, Inc., a key producer of incandescent lamps and other electrical equipment, and Parker Brothers, one of the world's largest and best known manufacturers of games.

The New England Electric Company located on the shore of Salem Harbor since 1950 has just completed an addition to its facility, and had announced several months ago that further expansion would begin in 1974. However, the present energy crisis intervened and a "holding" pattern has emerged. Needless to state, the magnitude of the project in terms of anticipated tax receipts cannot be minimized, especially in light of recent new construction that the city has undertaken: An 18.5 million dollar high school under construction; completion of two new elementary schools at a cost of 7 million dollars; hospital expansion with new care facilit for the elderly; urban renewal projects to revitalize the shopping district. When one adds to this the continued need for additional major capital outlays: to renovate the present high school into a junior high school; to accomplish long overdue renovations at several of the larger elementary schools; to modernize the already overtaxed sewage system; it becomes readily evident that the physical needs of the city can only be met through added revenue.

Community Leadership

A description of contemporary Salem varies little from that which Floyd Hunter, Cecil Sheps and Ruth Connor found in 1952:

> A community striving to find its place in the modern industrial world in the face of strong pressures which continued to make it look longingly back into the past. A part of the internal problems faced by Salem was due to the fact that some of its leaders had been content to live in the past. However, the things of which they had been proud were embattled, encroached

> upon, and in some cases, in a state of decay beyond repair. Some of the leaders in the social life of Salem had withdrawn from active participation in its civic life and had built for themselves a pleasant society within a society. Because of the land poverty of the city in terms of desirable new residential areas some had moved their homes to nearby communities in which such sections were available, but they retained business interests in Salem.[8]

However, for an all too brief period, the winds of change did pass through Salem and introduced a catalyst that for three fleeting years awakened the community to the realities of the twentieth century. The catalyst was in the presence of Samuel E. Zoll, the first mayor of Jewish descent to ever occupy City Hall. Mayor Zoll, in a brief but spectacular political career, had achieved a childhood ambition through his election. His meteoric climb had included successful strides as an educator, attorney, City Council member, State Legislator, Mayor for one and one half terms, and most recently as Chief Judge of the First District Court in Salem.

The highlight of his first inaugural address in 1970 was his commitment to the construction of a new four year comprehensive high school. The kind of effective leadership he wielded is reflected by the fact that after years of futile dialogue the measure was approved by both the School Committee and the City Council on votes of 7-0 and 11-0 respectively. It is not meant to imply that the mayor was an original proponent of an educational need or that he alone was responsible for the successful passage of the bond order, but rather to demonstrate the kind of effective leadership he exerted in both houses.

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[8] Floyd Hunter, Ruth C. Schaffer, and Cecil G. Sheps, Community Organization Action and Inaction, Chapel Hill: The University of North Carolina Press, 1956, p. 6.

Education remained a high priority with him as he waltzed his way virtually unopposed, to a second term. However, months before the completion of his second term, he was appointed to the position of judge in the district court in Ipswich, Mass. and was succeeded in office by Mayor Jean A. Levesque.

Anxious to capitalize on the popularity of Zoll's administration, Mayor Levesque's first few months in office were spent in trying to emulate the political style of his predecessor--a move well calculated to expand his base of support for the forthcoming election. For the School Department, this meant a continuation of administrative commitment to make education more responsive to the needs of the people. Thus this was the state of the political climate in Salem at the time the alternative school concept was spawned.

The public educational program for the city of Salem at the time was conducted in fifteen elementary schools and two secondary schools. There were also three non-public elementary schools and one secondary parochial high school operating within the boundaries of the district.

The organizational pattern of the school district was essentially the same as it is today: K-8-4, with a number of variations at the primary grade level. Upon the completion of the construction of a new high school plant in 1976, it was hoped that work would immediately start on the renovation of the old high school into a junior high school. This would have permitted reorganization into a K-6-2-4 pattern. Unfortunately, because of the state of the economy, the project was not undertaken and the building is presently unoccupied. There were 425 professional staff members servicing a student population of approximately 7,000.

Although attempts had been made to introduce new programs utilizing team teaching concepts and individualized instructional strategies in some

subject areas, the instructional program of the school district was largely traditional.

To a great degree this was due to the appeal of, and satisfaction with, the neighborhood school concept - that is, until - a new elementary school was constructed to accommodate children from a recently completed housing development. In this writer's view, this beautiful facility with its flexible learning stations and instructional media center caused some of those parents from the district closest to the new school to reassess the eductional programs being offered to their own children at their neighborhood school. The comparison found it lacking in the types of programs and facilities they sought for their children. Therefore, they appealed to the School Committee at the open hearing. However, realizing that they didn't express the opinion of the majority of the residents, they stated their dissatisfaction in terms of need for the district to develop an alternative kind of school to which they, and others in the community, might send their children. One where the emphasis would be on allowing children greater opportunity for self expression and development and allow for: greater flexibility in teaching styles; more humanistic education; less restrictive environment; individualized programs for students.

School Committee membership at the time of the open hearing consisted of: Jean A. Levesque, Mayor and Chairman Ex-officio (former City Council member); William Quinn, Jr., Vice Chairman and Attorney-at-Law; M. Ruth Norton, senior member of the committee with twenty years of continuous service; Joseph A. O'Keefe, newly appointed member, former City Council member and associate professor at a Junior College; Ronald J. Michaud, director of a private counseling agency; Carl E. Petersen, college professor; Richard E. Stafford, law student and newly elected member.

DEVE[redacted]N OF ACTION

The participant has noted many examples where pilot programs were instituted on a "shoe string", and then either continued indefinitely or suddenly dropped without collecting real baseline data from which to make a rational decision of their educational worth. It was too often based on the opinions of people expressed with an intensity or clout commensurate with their title or position in the school system, rather than their closeness to, or real knowledge about, the project. This time the clout was coming from a source that could hardly be ignored--the School Committee!

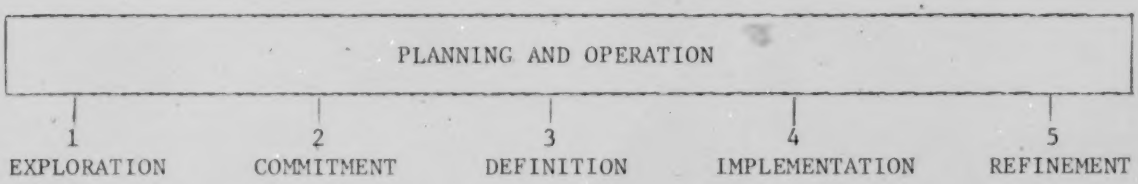
Ordinarily, before embarking upon such a venture, the normal procedure that would be followed would be to conduct an assessment to determine the degree of need, and once established, to ascertain the relative costs for meeting that need. On a project such as this at least one full year would be spent in advance planning on the myriad of details requiring attention prior to program implementation. However, the events of the January 17, 1974 meeting precluded the luxury afforded by this time frame if a pilot program were to be launched by September. Thus the immediate need, as far as administration was concerned, was to develop an effective plan that would lead to the implementation of the mandate.

The days, weeks, and months following the January 8 meeting were crammed with activities as the participant spent every spare minute researching the literature, visiting alternative schools, attending conferences, interviewing administrators, and developing a plan of action. In the process,

the existence of a federally supported project entitled the National Alternative Schools Program was discovered. Based at the University of Massachusetts' School of Education, the program listed as its "central purpose the establishment, maintenance and improvement of Public alternative schools."[9] A request for further information resulted in the receipt of a published article by Philip DeTurk and Robert Mackin, former initiators and directors of public alternative schools, appropriately titled, Alternative School Development: A Guide for Practitioners.[10] This valuable treatise graphically presented the major processes, questions and issues one might anticipate in establishing a public alternative school and became the primer for Salem's efforts.

Additional reading and further exploration of the topic led to the establishment of the following stages of development:

ACTION STAGES OF DEVELOPMENT



1. Exploration: Ordinarily, this would be the first stage in the planning process, that of determining through investigation and exploration, whether a public alternative school would be appropriate for the system. During this stage of initial investigation, the purposes, and relative advantages

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[9] Penelope Walker, Public Alternative Schools: A Look at the Options (Amherst: University of Massachusetts, 1973), p. 44.

[10] Philip DeTurk and Robert Mackin. Alternative School Development: A Guide for Practitioners (Amherst: University of Massachusetts, 1973), p. 1.

and disadvantages of an alternative school are explored through a variety of means including: visitations and discussions with alternative school personnel; attendance at conferences; initiating a search of the literature; attending meetings with representatives from a cross-section of the educational community especially those teachers and administrators from other schools within the district. However, in Salem's case, this was superseded by the school committee mandate that led directly to commitment. Nevertheless, although exploration occurred after commitment, it comprised an essential component of the process.

2. Commitment: The second stage requires school committee commitment to a formal planning process which will lead to the ultimate implementation and support of an alternative school. Implicit in this understanding should be a commitment to (A) funding, (B) open and system-wide assessment of needs and problems, (C) acceptance and endorsement of the goals and principles for the alternative school, (D) the formation of a group responsible for developing a plan for implementation. This process will allow for substantial feedback from within the system to take place and provides a skeletal outline for the school's composition. Only in cases of program refinement or extraordinary circumstances should this commitment be altered or terminated.

3. Definition: The third stage in the process is that of describing what the school's objectives, characteristics, and resources are to be. At this time, a formal plan of operation is drawn, mandates established, and roles defined in accordance with the internal and external concerns that directly affect the school.

4. Implementation: The fourth stage is the one in which the school becomes operational along the guidelines established in stage three under

definitions. Flexibility is the key ingredient to success in implementation for this is the stage at which continued planning and minor modifications take place as reflected in the needs of the administrator, teachers, students, parents and volunteers directly associated with the program.

5. Refinement: The fifth stage is marked by continued self-assessment and critical review of the entire program with particular emphasis on the objectives contained in stage three under definitions and the actual operation or implementation as indicated in stage four. If the program is to be successful, refinement must be an ongoing or continuous part of the process.

On January 23, at the first administrative cabinet meeting of the new year, the results of the open hearing and the subsequent school committee mandate were aired with all the principals, supervisors, and directors in the system. The initial reaction of most elementary school principals was one of disappointment since they viewed the school committee action as a direct criticism of the types of educational programs they conducted in their schools. However, once it was pointed out that most of the comments made at the open hearing were in the form of plaudits, the defensive and hostile attitude that had been expressed earlier gave way to resigned acceptance to the premise that perhaps the system might profit from the establishment of a public alternative school provided it didn't pose a threat to their faculty or school. The meeting ended with three principals, two directors and one supervisor volunteering to serve with the participant as part of an administrative team to work on the establishment of an alternative school. This administrative planning committee agreed to meet weekly commencing with January 30.

Four significant measures resulted from the January 30 meeting:

1. The action stages of development: exploration, commitment, definition, implementation and refinement were adopted and a task force assigned to suggest a time frame for their implementation.

2. Unanimous support was given the recommendation that the school committee be called upon to extend its commitment to the pilot project for a minimum of three years.

3. Once again unanimous agreement was given the suggestion that the planning committee be expanded to include parents, students and teachers. Subsequently, a task force was designated to survey these respective groups for volunteers.

4. Encouragement was given to the idea of contacting representatives from the education department at both Salem State College and the Regional Office of the Department of Education for their assistance with this project.

The School Committee acted with uncommon dispatch at its next regularly scheduled meeting by unanimously endorsing the recommendation set forth by administration to extend its commitment to the alternative school concept for a minimum of three years during which time an alternative school model would be developed, implemented, refined, after having been subjected to critical analysis and review. The rationale introduced in support of the recommendation was that a minimum of three years was required to adequately introduce and refine a model. Anything less would prove threatening to all participants--students, teachers, and administrators; would not be conducive to experimentation and subsequent program refinement; would be detrimental to a fair appraisal of the program. Additionally, it was argued, program clarity might also suffer since people would have insufficient time to recognize their specific responsibilities and duties. This could conceivably result in

failure due to human process error rather than to any shortcomings pertaining to the conceptual design. By extending its support for three years, the School Committee would then be better able to assess the merits of the program on the basis of what it will or will not do for children in a trial setting before deciding on whether to continue, expand, or terminate the program. Its acceptance of this recommendation comprised an essential first step in the establishment of a design for implementation.

The extension of commitment coupled with a pledge of support from Dr. Procopio at Salem State College which will be described in a later section of this report, helped set a positive tone for the next meeting of the administrative planning team. The major portion of this meeting and those in the ensuing six months were devoted to:

A. Designating action stages of development for the planning, implementation, and operation of a public alternative school.

B. Presenting a framework for considering the major issues and concerns.

C. Providing the structure necessary to insure the success of the project.

D. Cooperating with Salem State College in developing a Teacher Exchange Program in association with teachers from the British Infancy Schools at Bradford, England.

E. Incorporating suggestions from Dr. Mackin of the National Alternative Schools Program.

With the School Committee's acceptance of a three year commitment to the project it was decided to formulate the program around the following prescribed stages of development:

Phase I - January 1974 through August 1974 - Development of a Pilot Model. From January through August committees with representation from students, teachers, parents and administrators, would be established to:

A. Develop a unified philosophy and statement of goals and functions.

B. Survey the community to determine degree of interest in the project.

C. Select a coordinator for the project.

D. Determine the focal point of the program - primary, intermediate, or junior high school.

E. Select staff for the project.

F. Determine physical needs of the program. (Site selection)

G. Determine student enrollment.

H. Staff development and curriculum planning.

I. Specialized training for administrative staff.

J. Staff development or curriculum development workshops for potential faculty members.

K. Provision of adequate time for curriculum development.

L. Need for a student development week at the start of school.

M. Encouragement of a community involvement.

N. Develop a procedure for evaluation.

Phase II - September 1974 through June of 1975 - Implementation, Evaluation, Refinement, Expansion of the Model.

A. Begin the program; continue inservice workshops for staff as well as parents.

B. Establish procedures for evaluating the program.

C. Prepare a written report of the evaluation for the superintendent and school committee.

D. Provide leadership in interpreting the evaluation results for the purpose of reinforcing, deleting, or otherwise improving the pilot program insofar as is practical for the 1975-76 school year.

E. Revise the model on the basis of the evaluation and extend it, assuming it is accepted as a K-3 program, to include K-5 for its second year of operation.

F. Survey the community to determine community interest in expansion of the model.

G. Prepare a written report of the findings in time for budget consideration as they pertain to program expansion.

H. Hiring of an external consultant to do formative and summative evaluation of the program.

I. During July and August continue in-service workshops for staff with the goal of establishing individualized learning packages.

Phase III - July 1976 through June 1977 - Further Evaluation, Refinement, and Expansion. Introduction of a complete K-6 component of the program and re-evaluation. Results of evaluation and written report to be submitted to the school committee prior to deliberations on the annual budget.

At this time the school department, on the basis of the internal and external evaluations conducted, should be in a position to make recommendations from the following options:

A. Further expansion of the program into the junior and senior high school continuum.

B. Maintaining the K-6 alternative school.

C. Introduce the model into other K-6 schools in the district.

D. Discontinue the program.

COLLEGE PARTICIPATION

Within days after the school committee's action, contact was made with Dr. Mary A. Procopio, Coordinator of Early Childhood Education at Salem State College, in an effort to solicit her assistance with the project. Her immediate reaction was most favorable and provided the basis for the eventual development and submission to the U.S. Office of Education (ESEA, Title III, Section 306), of a joint proposal entitled TEACH involving three state colleges as well as three cooperating communities. Salem's role in the proposed project was to serve as the Local Educational Agency and to coordinate innovative teacher education activities for the group.[11]

Fortunately, Dr. Procopio and the writer enjoyed a healthy working relationship with one another based on their previous collaboration on former joint projects, otherwise, it is extremely doubtful that the April 11, 1974 deadline for receipt of proposals for special program grants would ever have been met. (Appendix A)

In her capacity as Coordinator of Early Childhood Education at the college, Dr. Procopio had introduced a cooperative apprenticeship program for Salem students with school authorities from Bradford, England. However, because of the meager financial resources available, the program was limited to scope. Therefore, she viewed my request for assistance as a fortuitous opportunity to breathe new life into her program while at the

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[11] Salem School Department, "Project: TEACH," Title III, ESEA proposal submitted to the U.S. Office of Education, Salem, 1974. (Typewritten).

same time enhancing cooperation between the college and the City. Cognizant of the fact that competition for federal money was keen, it was felt that any proposal would have to possess even broader appeal in order to receive a favorable review. This led to an extending of horizons to include the formation of a collaborative or consortium that eventually involved three State Colleges and several school districts in Essex County. During the ensuing four months a hectic pace was set inviting participants, establishing contacts, hosting workshops, developing the proposal, obtaining necessary agreements, and completing the required forms.

The major goal of the consortium project was to promote a professional competency in organizing and operating individualized instruction in the humanistic tradition for children of primary school age. The program was designed to offer services to school systems, teams of teachers, and individual teachers in the process of moving toward the British Infant School exemplar, or any eclectic model derived from a combination of demonstrated programs or original practices in the Piaget-oriented/developmental-cognitive approach to early childhood education. Workshop circuits were to operate in the three major centers of the consortium: Salem, Fitchburg, and North Adams while area demonstration centers would be opened in public schools. One of the demonstration centers in the Salem area was to be located at the Alternative School, another at the Horace Mann Laboratory School while others included the Glover School in Marblehead and the Welch School in Peabody. Faculty members in early childhood education from the three State Colleges in the vicinity of each of the major consortium

communities - Salem, Fitchburg, and North Adams were to assist in operating the workshop circuit for teachers and other professional personnel of the school systems in the geographical area. Also helping to organize and to disseminate information regarding the activities and outcomes of the TEACH Project were to be staff members of three Regional Offices of the Massachusetts Department of Education-North East, Central, and Far West. Area groups of superintendents of schools and cooperatives of school systems, such as the twenty-two school districts joined together in the Merrimack Education Center in Chelmsford, had agreed to promote TEACH as a source of teacher education in the humanistic approach.

Fifteen British Primary Teachers, skilled in in-service education within the Bradford, England, Teacher Centres, were to become regular members of the teacher education staff of TEACH; five were to be placed at Fitchburg, five at North Adams, and five at Salem. Experienced in guiding the learning processes of young children in the integrated-day, informal, and individualized curriculum of the British primary schools and nursery schools, the Bradford teachers were to demonstrate in the classroom setting as well as perform as advisors in the TEACH Workshop Circuit. Sponsored as international comparative education for American teachers, TEACH was to encompass the exchange of fifteen Massachusetts teachers to the classrooms of their British counterparts who were to become part of the TEACH staff for six weeks. The Massachusetts teachers who volunteered to work with a group of British children for a period of six weeks would become a teacher-cadre to assist in continuing teacher education activities in maintaining and developing professional skills

needed in organizing and operating an integrative, individualized, open-structured program. The Massachusetts Center for International Education at Buzzards Bay and the Metropolitan District Council of Bradford, England, had agreed to sponsor the overseas exchange of fifteen teachers with the project.

TEACH was to provide vital exemplars of individualized, integrative, humanistic education for children from three through eight, a type of educational situation of particular benefit and suitability for children with special needs, as well as for other learners. Creativity and affective learning were to be stressed no less than the Piaget-oriented experiments designed to promote active cognitive development on the part of every child. It was theorized that as children learned in open education situations, so too, would teachers be encouraged to design their own approaches toward working optimally with children, all children, within the broad concept of the individualized approach.

Some of the anticipated benefits and practical results envisioned for project TEACH included the obvious advantages to the participating colleges. They would not only reap the benefits of gaining first hand information about, and experience with, the English Teacher Centres in Bradford, England but would also add lustre to their teacher placement program by taking on an international flavor.

For the cooperating communities, and Salem in particular, TEACH offered the prospects for obtaining the services of five teachers, experienced in the British Infancy Schools, to perform demonstration lessons at the Alternative School and to work closely with its staff on

teaching strategies, curriculum development, evaluation, and program refinement. Additionally, favorable publicity, college participation, and the prospect of acceptance of the Alternative School as a student teacher placement center constituted other elements of appeal. However, what made the venture all the more worthwhile was that it could virtually be achieved without additional expense to the city.

Needless to state, the disappointment experienced was literally felt across the Commonwealth when word was received on July 30, 1974 from the Department of Health, Education, and Welfare, Office of Education, that the proposal had been rejected.

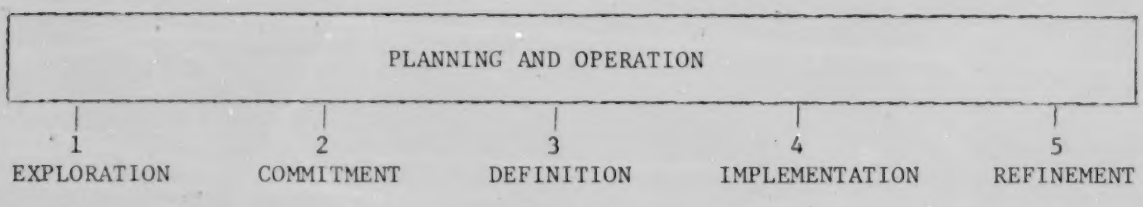
Phase I

January 1974 - August 1974

Development of Salem's Pilot Model: a Beginning

The adoption of the following stages of development provided the blueprint for implementation of phase I:

ACTION STAGES OF DEVELOPMENT



The ranks of the administrative planning team, swelled by the addition of students, teachers, parents, and administrators selected from volunteers, in a series of "brainstorming" sessions, began to grapple with the concerns and issues requiring attention for planning and operating a public alternative school. Along with the literature that the research task force was uncovering, came an invitation from the National Alternative Schools Program to participate in a workshop being sponsored at Northern Essex Community College. Anxious to capitalize on this opportunity, representatives from the advisory committee, including the superintendent and the participant, attended the meeting which was held on one of the most inclement evenings of the winter. Ironically, the weather was used to advantage since it had an adverse affect on attendance thereby enabling the Salem contingency to engage in extensive dialogue with Dr. Mackin, Director of the National Alternative Schools Program at the University of Massachusetts, as he skillfully guided the

audience through a meaningful role playing sequence that was later re-enacted by the participant with all members of the administrative advisory committee. (See appendix B). At the conclusion of the session Dr. Mackin was informed of the special significance his activities had for Salem and he graciously offered to assist with the project. True to his word, in the months that followed, Dr. Mackin invited the participant to Amherst, reviewed the basic components of Salem's model, and in general kept close contact with the progress of the project.

Since goals and objectives are at the heart of any program, they became the immediate focal point of the administrative advisory committee's attention as it commenced to produce an exhaustive listing of major issues and concerns that had to be reckoned with in the creation of a public alternative school. Substantial influence in the development of the list came from three major sources: DeTurk and Mackin's primer; on-site visitations to, and discussions with, administrators, teachers, parents and students from districts where alternative schools were being conducted; and from an informational workshop that was hosted by the district at which directors from alternative schools were invited. As the process began to evolve, Dr. Mackin's diagram of alternative school relationships took on added clarity. This might be described as being similar to the structure of an atom consisting of a core surrounded by electrons placed in two concentric orbits. The goals, objectives and any unique characteristics of the program comprising the nucleus of the atom while internal and external concerns would be placed in respective orbits around the core.

Goals, Objectives and Characteristics

Goals, objectives and unique characteristics form the basis of most ongoing evaluations, communication and decision making. Therefore, it was decided that statements would have to be prepared for assessing the progress of the school, for internal and external understanding of the program, and to provide the groundwork for sound decision making. These would have to answer such questions as:

A. What will be the purpose of the alternative school?

   These goals should not be prepared as though they are to be cast in bronze since they will continually be subject to revision, nevertheless, the intent agreed upon by the decision makers should be clearly understood by all.

B. How will the school achieve its purposes?

   The procedure for implementation will have to be plainly articulated.

C. What will make this school an alternative?

   The difference, whether it be through staffing patterns, student grouping, program selection, evaluation design, use of community agencies, will have to be stated.

Internal Concerns

Internal concerns are those factors which most directly affect the interior workings of the school. Chief among these are curriculum, structure and people.

A. Curriculum - What will the curriculum consist of?

   Will it be a departure from the conventional curricula, if so, how? How will basic skills be taught? Will the community be utilized? How will assessment be conducted?

B. Structure - How will the organization of the school be structured?

1. Location

   What kind of site is required and how will it be obtained? How will the space be arranged? How will materials and equipment be acquired?

2. Scheduling

   How will school time be utilized? How will specialists be integrated into the schedule? Union reaction to scheduling change?

3. Transportation

   How will students be transported to the school?

4. Governance

   Who will be responsible for making decisions? What will be the role of students, teachers, parents? What rules and regulations will there be? How will they be enforced?

5. Accountability

   How will students be graded? What will be the desired relationship between students, parents, teachers, administration? What kind of reporting system will be employed?

6. Grouping

   How will students be grouped: interest, age, ability, intelligence, multi-age families?

C. People - Who will be the people in the school and what will be their roles? (The word people refers to staff, students, parents; volunteers and administrators).

1. Students

   What will be the age, sex, socio-economic mix, ethnicity, and number of students who will make up the school? How will they be selected?

2. Staff

   What will be the criteria for staff selection? Who will select the staff? Who will provide training? How will program decisions be made? What kind of leadership and direction be sought? How will staff be evaluated? How will volunteers be selected and trained?

3. Parents

What will be the role of parents?

External Concerns

External concerns are those factors which lie outside the realm of the normal daily operations conducted at the school but which, nevertheless, may have a major impact on its existence.

A. Public Relations

How will the school relate to the public? How will volunteers and community resources be used? What will be the visiting policy?

B. Funding

What will be the cost of the school? How will operational costs be determined and budgeted?

C. Parents

How will parents be involved in the school?

D. Central Office

How will central office and other district administrators be involved? Will the school have autonomy? Will the union be involved? How will the progress of the school be assessed? Will other teachers be allowed to participate?

E. Outside Agencies

Will help be available from other alternative schools or agencies such as colleges and universities, if so what kind?

In listing these concerns the journalistic questioning format suggested by DeTurk and Mackin in their guide for practitioners was employed. For example, in the area of site location, the following questions were asked:

Who should serve on this committee?

What criteria or objectives will be utilized for determining the optimum location?

Why is a site selection committee necessary?

When would a final decision on site selection have to be made?

Where, within the district, might prime locations for situating the school exist?

How, once a selection is made, will implementation or acquisition of the site take place?

Once the areas of key issues and major concerns had been identified, the committee then proceeded to develop a list of sub-committees or task forces that would be required to assume responsibility for meeting the needs within each category in the listing. To accomplish this end volunteers were solicited from the ranks of teachers, administrators and parents and an orientation meeting of all concerned was held. Following this, communications were sent to all volunteers in which they were asked to indicate their choices from among the following committee assignments: (A) Definition, (B) Curriculum, (C) Staff Selection, (D) Student Selection. (See appendix C). The formation of these committees was given priority status by the administrative advisory committee. The survey returns were carefully scrutinized and, wherever possible, assignments were made to reflect first choice selections.

While these task forces were being established the administrative advisory committee turned its attention to: (A) the possible selection of a consultant to assist with program overview, curriculum planning, and staff training; (B) the selection of a director for the program.

Committee Assignments

A. Administrative Advisory Committee

Objective: To report to the superintendent on a monthly basis progress made toward goal attainment and to recommend appropriate revisions for program improvement.

Background: The administrative advisory committee was established by central administration as a steering committee to assist with the design and implementation of the program and to make recommendations to the superintendent concerning policies and procedures

with which to govern the conduct of the project.

Responsibility: Originally included participant and some district administrators. Later was expanded to include volunteers from parent, teacher, student and other administrative representatives.

Resources: Minimal allocation for transportation allowance, postage, literature search and purchase of supplies.

Tasks To Be Carried Out: Design a plan of action which would result in the establishment of a public alternative school in Salem and to assess progress towards realizing this goal through:

1. Researching the literature.
2. Visiting colleges, universities, alternative schools and consultants.
3. Designating action stages of development.
4. Identifying objectives to be achieved.
5. Establishment of appropriate committees.
6. Developing procedures and logical task sequences for achieving objectives.
7. Preparing draft plan and review with project staff and superintendent.
8. Assessing progress toward achieving objectives.
9. Presenting written and/or oral reports to the superintendent and school committee.

Evaluation:

1. Development of an operational plan for program implementation.
2. School Committee action.

B. Definition Committee

Objective: To develop a set of goals and objectives which will clearly identify the purposes of the school to assess the progress of the school, for internal and external understanding of the program, and to provide the groundwork for sound decision making.

Background: The definition committee was established after consultations with Dr. Mackin, directors of other alternative schools, parents, teachers and students. Its function was to capture the essence of what had been articulated at the open hearing, namely: to produce a flexible educational environment where the instructional program would be student centered, with major emphasis placed on the humanizing elements relevant to meeting the needs of students; provide a certain degree of openness; allow for voluntary participation by students, staff, and parents. The goals were meant to comprise the important

statements of intent to which the school was committed. The definition committee was to report its progress to the administrative advisory committee at its weekly meetings and submit its final report by mid-April.

Responsibility: Participant and teacher, parent, student, and administrator volunteers.

Resources: None required.

Tasks To Be Carried Out:

1. Examination of educational goals for the district.
2. Review of goals governing other public alternative schools.
3. Development of goals and objectives for Salem's public alternative school.

Evaluation:

1. Adoption of goals by the School Committee.
2. Assessment of the program in terms of goal attainment.

C. Research Committee

Objective: To conduct a title search through ERIC and review the literature pertaining to alternative education.

Background: The participant and the administrative advisory committee as a whole undertook to accomplish this task. Facilities at the Merrimac Education Center, New England School Development Council, Salem State College, and University of Massachusetts were utilized. The review of research was primarily restricted to books, periodicals and reports from the Current Index to Journals in Education, Education Index, Readers Guide to Periodical Literature, and Research in Education. Few sources listing a date prior to 1970 were included.

Responsibility: Participant and the administrative advisory committee.

Resources: Minimal funds for title search.

Tasks To Be Carried Out:

1. Review of literature.
2. Provide a brief annotation of materials examined.
3. Recommendation of readings to parents and committee members.

Evaluation:

1. Establishment of reference library.
2. Appropriateness of sources.

D. Curriculum Committee

Objective: To provide a flexible and diverse curriculum where creativity is fostered and the basic skills are skillfully presented to exploit the student's tendency to concentrate on tasks of interest within an integrated open environment.

Background: Although established simultaneously with the goal committee, the curriculum committee did not begin to commit to writing any of its findings, deliberations and recommendations until after the philosophy and goals for the school had been established. During the interval, time was spent in studying curriculum offerings presented at other public alternative schools and obtaining input from parents.

Responsibility: Volunteers representative of teachers, administrators, and parents in the district, under the direction of the program director and the school staff.

Resources: Minimum expenditure for visits to alternative schools and postage.

Tasks To Be Carried Out:

1. Development of flexible curriculum consistent with meeting the goals of the program.
2. Examination of existing curriculum guides adopted by the district.
3. Examination of curricula at other alternative schools.

Evaluation:

1. Effectiveness of curriculum in meeting the individual needs of students.
2. Teacher and parent appraisal of the curriculum.
3. Results on standardized tests.

E. Site Selection Committee

Objective: To recommend a suitable site for the location of the school.

Background: Site selection committee was made up of the participant, several parents, the director of the program, and a School Committee representative. Since no funds had been made available for renovation, it was essential that the location selected meet program and spatial needs.

Responsibility: Participant, parents, program director and School Committee member.

Resources: None required.

Tasks To Be Carried Out:

1. Determine spatial requirements for program.
2. Ascertain program needs.
3. Establish a criteria for evaluating varied sites.
4. Compile a listing of locations for meeting.
5. Provide a recommendation.

Evaluation:

1. Appropriateness of site to meet immediate and long range needs.
2. Acceptability of site by parents.

F. College Participation

Objective: To work with officials from Salem State College in the development of a proposal for federal funding.

Background: See section of report entitled, "College Participation."

Responsibility: Participant and Dr. Procopio.

Resources: None required.

Tasks To Be Carried Out: Preparation of a joint proposal for federal funding.

Evaluation: Evaluation component designed in proposal.

G. Transportation Committee

Objective: To determine how students will be transported to the school.

Background: The transportation committee was originally formed to explore the availability of funds to provide public transportation to the school. When it became apparent that funds would not be provided for this purpose the committee undertook the task of establishing a pool of drivers consisting of parent volunteers from all segments of the city.

Responsibility: Parent volunteers, parent executive committee, director.

Resources: None required.

Tasks To Be Carried Out:

1. Identification of students requiring transportation.
2. Communication with parents of students.
3. Investigation of motor vehicle insurance costs.
4. Establishment of pick-up and departure points and schedules.

5. Parent permission slips.
6. Establishment of rotational schedule for drivers.
7. Emergency back-up drivers.

Evaluation:
1. Effectiveness of program in adhering to school schedule.
2. Parental and student satisfaction with the transportation arrangements.

H. Governance Committee

Objective: To identify who will be responsible for making decisions and rules concerning the school and establishing the respective roles of students, parents, teachers, director, and principal.

Background: Initial input was provided by the administrative advisory committee because of its research and investigation of existing alternative schools. Later this was refined on the basis of additional parental and administrative involvement, especially by the director, principal, and executive board.

Responsibility: Administrative advisory committee, executive board, director, principal, central administration and School Committee.

Resources: None required.

Tasks To Be Carried Out:
1. Review the literature.
2. Investigate governance at other alternative schools.
3. Survey students, parents and teachers.
4. Design a system of governance that will be tailored to the philosophy of the school and compatible with School Committee policy.

Evaluation:
1. School Committee adoption of the plan.
2. Flexibility of the plan in meeting program needs.
3. Parent, teacher, student and administration satisfaction with the plan.

I. Student Selection Committee

Objective: To determine how students will be selected for the school.

Background: The student selection committee was formed after a determination had been made as to the target population to be served by the school.

Responsibility: Participant, director, administrator, teachers and parent volunteers.

Resources: Postage to conduct interest survey.

Tasks To Be Performed:

1. Conduct interest survey.
2. Analyze results of survey.
3. Propose plans for enrollment of students.
4. Provide recommendation for policy adoption.

Evaluation:

1. Adoption of the plan by the School Committee.
2. Parental satisfaction with the plan.

J. Staff Selection Committee

Objective: To establish a criteria for staff selection (teachers, volunteers, and aides) and to participate in the selection process.

Background: The staff selection committee was formed shortly after volunteers had been surveyed as to preference of assignment.

Responsibility: Director, teachers, and parents.

Resources: Funds for advertising vacancies.

Tasks To Be Performed:

1. Conduct interest survey among existing staff.
2. Establish minimum qualifications.
3. Advertise vacancies.
4. Assist in the screening process.
5. Make recommendations to the superintendent.

Evaluation:

Effectiveness of staff in meeting children's needs and promoting the goals of the program as determined by actual performance and formal evaluation.

K. Public Relations Committee

Objective: To promote the program within the community and with outside agencies.

Background: The public relations committee, as such, did not begin to function until after the school was in operation. Prior to that time public relations functions were either performed by the administrative advisory committee or the program director.

Responsibility: Administrative advisory committee, director and parents.

Resources: Funds for production of school newsletter and postage.

Tasks To Be Performed:

1. Establish contacts with representatives from the media.
2. Prepare stories and announcements for publication.
3. Publish a newsletter for parents.
4. Prepare informational brochures.

Evaluation:

1. Survey of public opinion concerning the community's perception of the school.
2. Quality and appropriateness of materials prepared.

L. Evaluation Committee

Objective: To conduct a formative evaluation of the program.

Background: Since the School Committee had not authorized any expenditure of funds for program evaluation during the first year of the school's existence, it was agreed to have an internal evaluation conducted the first year of operation and an external evaluation to follow in the succeeding year.

Responsibility: Participant, representatives from parent advisory committee, School Committee members, other representatives from administrative advisory committee, representatives from State College.

Resources: None

Tasks To Be Performed:

1. Establish criteria for conducting evaluation.
2. Survey students, parents, teachers, volunteers, central administration, and random sampling of citizens at large.
3. Frequent school visitations.
4. Writing the evaluation.
5. Reporting the results.

Evaluation:

1. Program refinement resulting from evaluation.
2. School Committee's satisfaction with the report.
3. Program expansion.
4. Parental and student satisfaction of the program as determined through questionnaires and interviews.

Some concerns such as communications between the school and central office were to be conducted through the normal chain of command: flowing from the executive committee and program director to the principal, and from there to the participant and the superintendent. Other concerns such as scheduling and grouping were to be left to the governance of the program director, teachers, and principal.

Although no special funding provision had been appropriated, other than salaries for staff, the participant was given authorization to defray funds from two existing budget categories: summer workshops and program development. However, the stipulation attached to this provision was that per pupil expenditure for students enrolled in the alternative school could not exceed comparable expenditures for the rest of the district.

Committee Assignments: Progress Reports

A. Administrative Advisory Committee

Formed shortly after the School Committee mandate, it continued to function until the conclusion of the first year of the school's existence at which time it was replaced by a reporting system whereby the director of the program would report directly to the superintendent those needs he and his executive board saw for the program. The Administrative Advisory Committee played a vital role in the establishment of Salem's Alternative School and met all of its objectives.

Stages of Involvement: Exploration, commitment, definition, implementation, refinement.

B. Definition Committee

With added input from the director of the program, developed the following goals for the program once it had been decided that the school should encompass a primary or K-3 framework. The committee began its task by reviewing the following district and State goals and then establishing those for the school.

District Goals

1. Education should contribute to the learner's physical and emotional well-being, especially to a sense of personal

worth and a capacity for influencing one's own destiny.

2. Education should develop in each learner the basic skills needed for communication, perception, evaluation, and conceptualization of ideas. Among the most important are reading, writing, speaking, listening, visual and computational skills.

3. Education should provide for each learner access to man's cultural heritage, stimulate intellectual curiosity, and promote intellectual development.

4. Education should foster and stimulate in each learner the natural desire for lifelong learning and should develop the skills necessary to fulfill that desire.

5. Education should provide each learner with a knowledge and understanding of how our socity functions in theory and in practice; education must also foster individual commitment to exercise the rights and responsibilities of citizenship and to protect the rights of others.

6. Education should provide each learner with knowledge and experience which contribute to an understanding of human similarities and differences and which advance mutual respect for humanity and for the dignity of the individual.

7. Education should provide the learner with the skills, experience and attitudes, and the guidance for initial job placement; it is equally important for the learner to develop a capacity to adapt to changing conditions.

8. Education should provide each learner with knowledge and understanding of the social, physical, and biological worlds and the balance between man and his environment, and should develop attitudes and behavior leading to intelligent use of the environment.

9. Education should expand and advance the humane dimensions of all learners, especially by helping them to identify and cultivate their own spiritual, moral, and ethical values and attitudes.

10. Education should provide each learner with varied opportunities to nurture creative interests, to discover and to develop natural talents, and to express values and feelings through various media.

Alternative School Goals

The committee responsible for defining Alternative Education for Salem envisioned an adaptation of the British Informal Primary

Education Model as the one best suited to meeting children's needs. Its goal was the establishment of a child-centered learning environment with an integrated, inquiry experience based curriculum within an atmosphere that would foster each child's total educational, psychological, social and physical development.

The following were deemed essential components of that design:

Our Program Seeks To Provide:

1. Child-centered, open but structured classroom environments based on an adaptation of Montessori and British Informal Primary Education methods of education.

2. Multi-age, multi-level groupings based on children's needs and interests.

3. A variety of activities, experiences and materials.

4. An organization and curriculum flexible enough to provide options that would help foster creativity and allow for change and growth, but structured enough to insure sequential development.

5. A program which includes integrated traditional subject matter areas, sensory-memory-manipulative development, aesthetic experiences, career and occupational awareness, and which deals with the affective as well as the cognitive and psychomotor domains.

6. Thorough, on-going, sensitive evaluation in order to diagnose the strengths and weaknesses of both the individual learners and the program as a whole.

7. Staff and support personnel who are creative, energetic, and empathetic, and willing to serve as facilitators and guides.

8. Parental and community involvement to provide communication, assistance, and enrichment.

Stages of Involvement: Exploration and Definition.

C. Research Committee

Provided the groundwork for exploration of literature and discerning the nature of existing alternative schools in New England. Greatly enhanced by the assistance of Dr. Mackin.

Stages of Involvement: Exploration, definition, implementation.

D. Curriculum Committee

Was somewhat handicapped by the unavailability of the program director, due to previous commitments, to work with the committee and staff during the summer months as well as the School Committee's decision not to follow through on the administrative recommendation to employ a consultant to assist with curriculum development and in-service training of staff. Nevertheless, the committee did a creditable job in accomplishing its task.

Since one of the goals for the school was to provide learning environments based on an adaptation of Montessori and British Informal Primary Education methods of education, the committee deemed that the curriculum should reflect both elements. For example, in the area of arithmetic, the approach would parallel that used in the infant schools, namely, teaching mathematics through measuring, weighing, and graphs while utilizing the Montessori materials. Through the use of charts and graphs the language of numbers and written work symbols, as well as number shapes would be taught.

In the teaching of reading, teachers were encouraged to use a wide range of strategies including phonics, sight reading and word attack skills. Among the materials available were elements of a tri-basal adoption in addition to a host of other materials including the Spaulding Series and SRA kits. Although other commercially produced materials were available for use, it was thought that most teachers would prefer to prepare their own since one of the major objectives of the program was to match the child, material, and the methodology on an individual basis.

Teachers would be encouraged to maintain careful records of each child's progress in the areas of basic skills and progress would be charted. Teachers were to be given autonomy within the classroom for selecting the means by which to accomplish the educational goals set out by the school as a whole, therefore it was deemed essential to place students in the classroom environment most suited to aiding their development.

Stages of Involvement: Exploration, commitment, definition, implementation, refinement.

E. Site Selection Committee

Established a criteria for assessing possible physical locations for meeting program needs which included: spatial flexibility, cost, availability, expansion possibilities, central location, proximity to community resources. Field was eventually limited to five locations:

1. Cogswell School
2. Grace Church
3. Hawthorne School (Formerly St. Mary's School)
4. Settlement House
5. St. James School

Committee recommendation was to locate the program at the Hawthorne site, however, largely due to the influence of the program director and the parent advisory committee, the Cogswell School location was decided upon.

Stages of Involvement: Exploration, implementation.

F. College Participation

Although the attempt to obtain federal funds failed to bring about the desired results, cooperation with Salem State College, North Shore Community College, and the University of Massachusetts have remained good throughout the project.

Stages of Involvement: Exploration, definition, implementation, refinement.

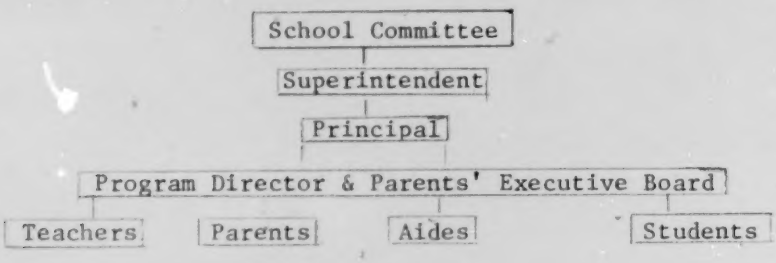
G. Transportation

Most parents chose to transport their own children to the school, while for some the school was within easy walking distance. However, for those who opted to participate in the motor pool that was established, the results were more than satisfactory with the almost portal to portal delivery service that was established.

Stages of Involvement: Implementation, refinement.

H. Governance Committee

One of the most exciting, while at the same time most threatening features of the alternative school model was the role to be assumed by parents. Although the Governance Committee worked closely with the Administrative Advisory Committee in outlining the roles of all concerned and suggesting the following flow chart, the realization rested with most that the greatest danger to the program lay in the possibility that some group might adopt a posture of inflexibility.



Under this arrangement, the building principal who was also in charge of two other primary schools, together with the Administrative Advisory Committee, was given the responsibility for procuring the necessary supplies for the Alternative School. Working closely with the program director, this was accomplished in the following manner:

1. The establishment of a master "shopping" list that was distributed for circulation among all principals, directors, and supervisors in the district.

2. Since most of the student body was composed of children who would otherwise be attending other public schools in the district, program funds for such expenditures as textbooks, general supplies, and instructional supplies were diverted from the sending school and reallocated.

3. Materials made by teachers during summer workshop.

4. Sharing of materials with the hosting school.

5. Parental donations. (Additionally parents responded beautifully to the call for volunteers to assist with the painting and cleaning of classrooms, assembling of material, and the building of bookcases).

The fact that the Alternative School was to function within an already existing public school, resulted in substantial cost savings since no funds had to be expended for rent, custodial salary and supplies, building maintenance, utilities, etc.

Stages of Involvement: Implementation, refinement.

I. Student Selection Committee

Developed several plans for student enrollment including the open enrollment policy which was ultimately decided upon after analysis of the student interest survey was completed.

Enrollment Data - October 1

Salem Public Alternative School

1974 - 75

	Number of		Enrollment		
Grade	Teachers	Asst. Teachers	Boys	Girls	Total
K-1	1	1	15	15	30
2-3	1	1	12	14	26
Total	2	2	27	29	56

STUDENT ENROLLMENT SURVEY

Schools	Alternate School				Total	Effects on Projected Enrollment of Neighborhood Schools				Families
School	K	1	2	3		K	1	2	3	
Bates		2		1	3	22(1)	25(1) 23(1)	45(2)	93(4)	3
Bentley	2	8	5	4	19	25(1) 23(1)	68(3) 60(3)	47(2) 42(2)	66(3) 62(3)	15
Carlton		1		2	3	35(1)	44(2) 43(2)		49(1+) 47	2
Cogswell		1			1	16(1)	26(1) 25(1)	28(1)		1
Endicott	3	4	2	2	11	39(1) 36(1)	41(2) 37(2)	47(2) 45(2)	37(1+) 35(1+)	6
Horace Mann North	1				1	33(1) 32(1)	21(1)	31(2)	41(2)	1
Oliver	1	5	1	3	10	13(1) 12(1)	30(1) 25(1)	20(1) 19(1)	32(1) 29(1)	7
Saltonstall	1	2	2	1	6	57(2) 56(2)	77(3) 75(3)	59(3) 57(3)	66(3) 65(3)	5
Witchcraft Heights	1				1	93(3) 72(3)				1
Totals	9	23	10	13	55					41

Stages of Involvement: Exploration and implementation.

J. Staff Selection Committee

Once the grade level of the children to be served by the school had been established, this committee began to advertise for teachers and aides. Ultimately the staff was selected from among finalists recommended in unranked order to the superintendent.

Staff selected for the program were scheduled to participate in a six week summer workshop designed to prepare them for working in an alternative school environment. Originally scheduled to be presented by The Learning Guild, Inc., a consultant firm from Newton, Mass., the workshop had to be conducted by district staff when funds were not forthcoming.

A weekly schedule for the workshop included:

	Monday	Tuesday	Wednesday	Thursday	Friday
1st. 2 hours	Open Education	Unified Arts	Theatre	Communications	Community Resources
2nd. 2 hours	Group Dynamics	Curriculum Development	Basic Skills	Creative Movement	Craft Media

Staff Positions

Salem Public Alternative School

1974 - 75

PERSONNEL	NUMBER
Principal (Responsible for three elementary Schools.)	1
Head Teacher (Program director with teaching responsibilities.)	1
Classroom Personnel (K-3)	
Teachers	2
Assistant Teachers	2
Parent Volunteers	3
Teaching Specialists (Itinerant Schedule)	
Art	1
Music	1
Physical Education	1
Remedial Reading	1
Special and Supportive Services (Special and supportive services such as psychological, guidance, health, library, audio-visual, special education, bilingual, etc. were provided by the district on an "as needed" basis).	

Stages of Involvement: Exploration, definition, implementation.

K. Public Relations Committee

Originally limited to preparing press releases for the local newspaper concerning school activities, this committee expanded its role to include radio announcements, publication of a school newsletter for parents, and providing descriptive information for inclusion in publications issued by an organization entitled: North Shore Collaborative for Options in Learning and Teaching.[12]

Stages of Involvement: Implementation, refinement.

L. Evaluation Committee

Submitted an evaluation of the program at the conclusion of the school's first year of operation and suggested to the School Committee a criteria for selecting an external evaluator to conduct a formative and summative evaluation prior to the conclusion of the second.

Stages of Involvement: Definition, implementation, refinement.

"Imposed change, whether from outside the system or from outside the classroom, is seldom effective or enduring. Real growth arises from the needs and aspirations of individual teachers and administrators, supported by and responsive to the community they serve."[13] At first glance, this statement by David Armington could be construed to possess antithetical implications for Salem's alternative school since it did not originate with either teachers or administrators but was the direct result of parental appeal to the School Committee. Upon closer scrutiny, however, the components that went into its creation and continuing development embody the needs of teachers and administrators as well as those of parents and students.

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[12] North Shore Community College, North Shore Collaborative for Options in Learning and Teaching (Beverly: North Shore Community College, 1975).

[13] David E. Armington, A Plan for Continuing Growth (Newton: Education Development Center, 1973), p. 11.

The K-3 alternative school model that was introduced on the first level of the Cogswell School when it opened its doors on September 4, 1974 was based on the British Infancy School Model of open education modified, somewhat, by the use of Montessori materials as well as other manipulative materials designed to foster creativity and independence in learning. Since the school was established on an open enrollment policy, the fifty-six children who graced its existence on opening day came from all geographical segments of the city. The physical setting consisted of a large complex of approximately twenty-six hundred square feet adjoined by a common hall, a small planning and conference room and two supply closets.

For most activities thirty youngsters of kindergarten and first grade age who were just learning the fundamentals of number skills, reading, writing, and language were grouped together in a modified version of transitional family grouping, while twenty-six children of second and third grade age were grouped together for the purpose of consolidating and expanding on their basic skills with a natural free flow and interaction designed to occur between both groups.

Each group had a team of three adults, two teachers and a volunteer, working within its environment. One teacher assumed the role of master teacher for each group. This person was responsible for programming, teaching, organizing the structure of the classroom, and supervising the activities of the other two adults working with the class. The function of the assistant teacher was to support the master teacher, conduct individual or small group lessons, and to periodically free the master teacher from teaching responsibilities. The third adult was a parent or, on occasions, a student volunteer, whose role was to support the two teachers, conduct individual or small group

lessons under the direction of the teachers, and to assist the children. The assistant teacher, through this apprenticeship role, would become a potential master teacher for the future, while the parent or student volunteer received a practical introduction to open education.

The program also provided for specialist teachers and parents to come into the classroom on scheduled days to teach lessons in music, art, drama, cooking, sewing, humanities, provide career information, introduce elements of foreign languages or ethnic customs, and, in general, to assist and support the master teacher.

Ongoing evaluation of the progress of each child was to be recorded on charts and conducted through direct observations of how children interacted with learning materials, other children, as well as adults in the learning environment. These observations were also essential to the tailoring of instruction and activities to meet the individual needs of children.

The basis for reporting student progress was to be frequent consultations between parents and teachers as well as through a special report card. (See appendix D). Each child was to be evaluated according to his own progress and not in comparison to classmates.

The program director, in addition to administering the program, was to share a full partnership as a master teacher as well as assuming the role of facilitator. He was to work with students, parents, and staff in directing activities for meeting the needs of the program.

The principal was to provide supervision of the physical plant, establish a schedule for the sharing of facilities, and communicate program progress and need to central office.

T.S. Eliot once said, "Between the idea and reality falls the shadow." The Salem Public Alternative School is now emerging from the recesses of that shadow and hopefully, will earn a place for itself in Salem's educational horizon as the evolution from planning, to implementation, and evaluation takes place. The degree of whatever success it will enjoy will now be largely dependent upon the actual operation of the school and the pattern of planning, doing, evaluating, and communicating that takes place within the arena of its own action cycle.

Phase II

September 1974 - June 1975

Implementation, Evaluation, Refinement

Just as D-Day was marked by excitement, apprehension, anxiety, and hope for the future by the Allies during World War II, so too was September 4, 1974 viewed a day of reckoning by those who had labored so arduously to turn a mandate into reality. For this heralded Salem's entrance into the fourth stage of the planning cycle, namely, implementation, where the practical aspects of its model would be introduced and put to the test. Among the concerns that were shared that morning were: Would the children show up? Was there serious intent and commitment on the part of those parents who had enrolled their children during the summer? Would the parent transportation pool be effective? Would the program measure up to expectations or would the countless hours devoted to discussions and seeking of practical solutions to the problems of implementing a public alternative school based upon the articulated needs expressed by parents and the research findings of Charles Silberman, John Hold, Jean Piaget, Lillian Weber, Susan Isaacs, John Dewey, Robert Mackin, and a host of printed observations and comments on open education and the British Infant School Movement have been wasted? However, as the clock approached 8 a.m. and the first of the children began to arrive, the cloud of doubt was lifted and gave way to expressions of confidence that only the sight of bright, eager faces and the effervescence of youth could solicit.

The fifty-five children who arrived on opening day came from forty-one

different families, were drawn from every elementary school in the district, and comprised a typical cross-representation of Salem's public school population.

If there were two key words that could be used to capture the hallmark of success for Salem's Public Alternative School during its first year, they would be cooperation and flexibility. From top to bottom, everyone rallied to the cause. It was a common sight for teachers, parents, and volunteers to be seen working together on weekends and evenings, making room dividers, bookcases, or planning field trip excursions for children. Concerns that had been anticipated relating to the length of the school day, number of meetings, number of preparation periods, duty free lunch period, etc. failed to materialize as union and administration worked in harmony with one another. Through careful scheduling and skillful handling by the principal and program director, problems concerned with the dual sharing of facilities and equipment with the rest of the classes in the building were kept to a minimum.

Inservice Workshops

The district policy for early release of students, once monthly, for the purpose of conducting curriculum revision and workshops (Bank Release Time Days) was utilized to plan and conduct workshops dealing with the following topics:

A. Child Development
Included techniques of observing children's activities; use of a systematic procedure for organizing and interpreting information based on understanding of self-developmental factors, value clarification, self-perception, goal setting, and a study of the factors that influence learning, behavior, and development.

B. Use of Natural and Manipulative Materials
Provided hands-on experiences with raw and junk materials and

commercial equipment, techniques for analyzing the relationship of various activities to concepts in math, science, social studies and language arts.

C. Group Dynamics
Designed to help the staff better understand their relationship with one another, with parents, and with the community at large.

D. Value Clarification
Included the presentation of specific techniques to be utilized by teachers with groups of students conducted by the Human Development Team.

In addition, staff members were encouraged to utilize this time to visit other schools and engage in exchange experiences. Parents, teachers, volunteers, aides, and student teachers were invited to participate in each of these seminars and workshops.

Community involvement and community resources took on added significance as concerted efforts were made to promote a better understanding of the school. Parent, guests, and visitors were made to feel welcome and were encouraged to participate in planning field trips, arranging visits to places of employment and recreation and by sharing their time and talents with the children.

Volunteer Recruitment and Training

Another important component of the Salem Public Alternative School during its first year of existence was the training program that was established for volunteers. Working on the premise that volunteers, more than anything else, want to be engaged in meaningful activities, an orientation program modeled after Project Upswing was employed.[14] The training program which was conducted at the school consisted of providing volunteers with an

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[14]Polly F. Williams, A Philosophical Approach for Volunteers, (University of Mississippi: Project Upswing, 1974) p. 24.

orientation to the school, its goals and philosophy; background information on child development; workshop on the use and preparation of audio-visual aids for use by teachers; familiarity with the types of duties they would be called upon to perform; and an explanation and definition of the expected roles of volunteers, aides, teachers, the project director, and the principal. The project director served as leader of the sessions assisted by qualified specialists from the district. All participants were encouraged to cooperate with each other and a kind of "esprit de corps" soon developed.

Volunteers were solicited from the ranks of parents, housewives, neighborhood residents, senior citizens, and college students from Salem State College and North Shore Community College. Originally conducted as a committee function, the task of obtaining volunteers to service the entire school system, was later entrusted to a person designated as Coordinator of Volunteers. The ultimate value which was derived from the involvement of community volunteers is impossible to estimate. However, it can safely be stated that the volunteers, by immersing themselves into the program, became goodwill ambassadors of the school and helped with the overall public relations task of building positive school-community relations.

Program Evaluation

It was the hope of Central Administration that the mild, but nevertheless emotional, anti-school reaction that prompted the mandate would be reversed through the development of a successful alternative school. However, it was recognized that in order for this to occur, an evaluation and communication system would have to be developed that would provide for summary statements, lead to progress assessment, promote internal and external understandings, and help to discern whether productive management decisions were

being made. For unless the intent, content, and methods of procedure for the alternative school were clearly articulated and evaluated, the program would be easy prey to subjective judgments. In order for the school to be successful, it had to be receptive to the questions and criticisms of the people it served and to the community as a whole. This end could only be achieved through evaluation, therefore, the following procedures were implemented:

A. Establishment of a formal evaluation team to assess the implementation phase of the program.

B. Introduction of a periodic hiatus from the normal every day operations at the school for self-reflection, critical review, program modification and refinement.

C. Establishment of a core evaluation team consisting of parents, teachers, and program director to assess progress and make oral reports to the School Committee.

The formal evaluation team consisted of representatives from Central Office, the Parent Advisory Committee, the School Committee, and from the education department at Salem State College. The period of observation extended from September 4, 1974 through June 18, 1975 while the written report contained at the end of this segment was submitted in July.

A Plan for Continuing Growth

The program during this phase was administered in a style that was both action-oriented and pragmatic. Indicative of this was the manner in which each classroom was encouraged to develop in its own way. As a result, the teachers and their assistants tended to think of themselves as researchers and experimenters, constantly responding to the challenge of improving over

each previous day's performance. Since the content of the curriculum wasn't narrowly specified, each family group tended to develop its own personality, thereby reflecting the needs and interests of the children as well as the talents and styles of the teachers. Because diversity, flexibility, and practical experimentation were at the very essence of the school, everyone concerned with the program considered himself as a participant in the process of improving education.

Naturally arranged work stations or activity corners were featured in each class along with a wide range of commercial and teacher-made learning tools and devices. Parent-teacher conferences became the order of the day as each assumed a true partnership in the education of the whole child. The result was that a truly flexible learning environment, responsive to the wide varity of backgrounds, interests, and talents of the students was produced. An environment where teachers assessed and diagnosed the strengths and weaknesses of their pupils and assisted them to foster their individual growth. An environment that was conducive to learning and where everyone concerned with the child was a happy collaborator in the learning process.

With implementation came a basic shift in key roles as the Administrative Advisory Committee drifted into the background and the Parent's Executive Committee and the program director came to the forefront. In addition to being the educational leader of the school, the liason agent with the parents, and an active partner in the teaching process, the director was responsible for a host of other internal functions including the following:

1. Coordinate in-service workshops for staff in the basic skill areas within the context of the open classroom and curriculum development.
2. Anticipate program needs; develop appropriate budgets and follow-up on past orders.
3. Visit classrooms on a regular basis and assist teachers in planning

appropriate steps for development.

4. Provide orientation sessions for visitors to the school.

5. Conduct informal teacher seminars, dealing with various aspects of children's learning and with problems of classroom organization and procedure.

6. Conduct and coordinate seminars for aides, volunteers, and parents.

7. Conduct program and staff evaluations.

8. Provide assistance to teachers in obtaining curriculum and other program materials to enrich the classroom environment.

9. Help teachers develop learning materials and assist them in obtaining instructional equipment.

10. Arrange for teacher visitations to other classes and schools.

His success was based upon anticipating the demands of the situation through careful consideration and planning. Although he chose to adopt a peer relationship with staff, his responsibility status was clearly understood by all and did not have to be reinforced by Central Office.

As autumn was embraced by winter, it became apparent that the time expended in program planning had been well spent. The transportation pool was effective, student attendance and parental participation were good; evaluation feedback and program refinement were positive, Union problems were non-existent, and community awareness was increasing. The only minor disappointment was a delay in receiving the Montessori materials that had been placed on order.

Encouraged by this state of affairs, a questionnaire was distributed to public school parents throughout the district, the results of which revealed that there was support for expanding the model into a K-5 component for the succeeding year. Accompanying this endorsement, however, were certain challenges:

1. The need for new quarters to accomodate the expansion.

2. The need for increased budgetary commitment.

3. Recommendation of the Executive Board, Evaluation Committee, and the Superintendent in support of the expansion.

4. Ratification by the School Committee.

Fortunately, the pieces all fell into place so that prior to the conclusion of the school year "all systems were go" for launching an expanded program.

Phase III

July 1975 - January 1977

Continued Expansion, Refinement, and Evaluation

Site Selection

One of the first committees that was reactivated as a result of School Committee approval to expand the program was the site selection committee. Among the locations that were investigated and given serious consideration were:

1. Coast Guard Base - recently vacated; in need of extensive repairs, remote from the center of the city.
2. Hawthorne School - formerly St. Mary's parochial school; previously leased by the School Department; centrally located; good condition; room for future expansion.
3. Health Building - Originally a public school; later converted to health clinic, and then into offices for the Recreation Department and Building Inspector.
4. Old High School - to be vacated upon completion of new high school; centrally located; in need of major repairs.
5. St. James School - formerly a K-12 parochial school now used solely for C.C.D. purposes; conveniently located; minimum repairs; room for future expansion.

Of these five sites, the Health Building offered the most promise because it was municipally owned, centrally located, and was soon to be vacated by one of its tenants. Encouraged by the School Committee and an optimistic preliminary report from the Building Inspector, educational specifications were prepared for the contemplated renovation and relocation of the Alternative School from the Cogswell School location to the former Health Building. Armed with a host of suggestions for tailoring the physical structure to meet the needs of the program, an architect was hired to conduct a feasibility

study; contact with the State Building Assistance Bureau was established; a corps of volunteer tradesmen to assist with finishing work assembled; and an interim plan to house the students until the required renovations were completed, was prepared. Unfortunately, however, each succeeding engineering study of the HVAC system and public safety requirements only served to escalate the cost of renovation so that it spiraled from $40,000. to $120,000. Consequently, the plan had to be abandoned and a review of the four remaining facilities was conducted. Because of its desirable location, good physical condition, functional space design, and immediate availability, the Hawthorne School site was chosen. Fortunately, negotiation sessions with Parish Officials for the leasing of the school went well and an amicable working relationship for the sharing of facilities was established.

Staff Selection

The transition from one site to another encompassed more than just a physical change. Inherent in the move was the need to satisfy union contract by selecting another principal to oversee the program at its new quarters. This was accomplished through negotiations and resulted in the extension of responsibilities for one of the elementary school principals.

The staff selection committee composed of parents, teachers, and program director was reconvened, desirable qualifications for candidates were established and the process for screening applicants was set. Position vacancies were advertised in the Boston newspapers, college placement bureaus from the New England area, the local press, and the Superintendent's Bulletin. By adhering to a carefully planned schedule, three finalists

Staff Positions

Salem Public Alternative School

1975-76

PERSONNEL	NUMBER
Principal (Responsible for two elementary schools).	1
Program Director (Free of teaching responsibilities)	1
Classroom Personnel (K-5)	
Teachers	5
Aides	3
Volunteers	5
Teaching Specialists (Itinerant Schedule)	
Art	1
Music	1
Physical Education	1
Remedial Reading	1
Human Development	1
Resource Teacher	1
Special and Supportive Services (Special and supportive services such as psychological, guidance, health, library, audio-visual, bilingual, etc. were provided by the district on an "as needed" basis).	

for each vacancy were submitted to the superintendent for interview in June and the new teachers elected in July prior to the start of summer workshops.

Transportation

Now that the trauma, anxiety, and disappointment associated with site selection was over, attention was diverted to transportation. Through the generosity of the School Committee and the cooperation of the carrier, a belt route was introduced for eligible riders residing a distance greater than one and a half miles from the school. Although warmly greeted by parents, this move towards public transportation was bought at the cost of program flexibility. The reason for this was that all of the elementary schools requiring transportation were placed on a staggered schedule in the interest of saving money by utilizing buses and drivers for multiple runs. Therefore, in order to incorporate the Alternative School into this cycle it became necessary for the school to go on a later starting schedule, which in turn, created schedule conflicts for special education and other itinerant teachers providing supportive services to the school. However, once into the program, each of the conflicts was resolved.

Program Refinement

The advent of June, a favorable report from the evaluation committee, and the prospects of a new home provided the spring tonic and resurgence of energy necessary for embarking upon program refinement. This was the fifth step among the action stages of development that had been introduced into the model and signalled the reinitiation of the cycle. Since each phase of the implementation process had been subjected to self-assessment and critical review, this period of reflection on program assets and liabilities became the basis for summer workships. Except for a brief respite at the end of June much of

July and August were spent on critically examining the goals, philosophy, and curriculum of the school; assessing spatial requirements and classroom divisions for an expanded program; developing forms for reporting pupil progress; staff orientation; planning the move to the new facility. (See Appendix E)

The original goals were augmented by the addition of the following components:

As teachers and educators we will strive to:

1. Provide children with the basic tools and self-help skills necessary for effective independent study.
2. Help children to develop self-motivation and a positive approach to learning.
3. Evaluate each child on the basis of his/her progress, and not in comparison to others.
4. Encourage independence in learning and initiative in the development of the child's own projects and ideas. This involves the subordination of direct teaching to self directed exploration and learning.
5. Stress cooperation in work, play, and learning.
6. Maintain an awareness of the destructive effects of competition and foster constructive competition.
7. Maintain respect for the child as a human being and teach the child to respect others and himself or herself.
8. Help the children become aware of their community and culture.
9. Help the children develop control over their movements, tools, and environment through self-discipline and self-organization.
10. Help children develop and appreciate their own individuality, and whenever possible to allow them to learn through the mode that is best suited to their individuality.
11. In conjunction with the parents, reduce the separation of home and school through communication and parental involvement.
12. Maintain ourselves open to constructive criticism, suggestions, and change.

13. Provide a chance for parents, other educators, and interested people to come and observe our school and ask questions. We further feel the obligation to give information and assistance to anyone interested in adopting our concept in their own class room or school system.

14. Provide a vehicle for parent representation in the decisions that will affect the education of their children.

The statement of philosophy was articulated in terms of perceptions, responsibilities and roles and the K-3 curriculum was refined on the basis of the past year's experiences while at the same time it underwent expansion to include grades four and five. However, since the most critical of the variables which affect the teaching - learning process are the teacher variables, considerable time was devoted to exploring methods and approaches for improving teacher competencies, attitudes, knowledge, and skills.

To satisfy parental requests, two progress report forms were devised for use in September: one for primary grade children; the other for intermediate grade youngsters. These were not intended to replace the parent-teacher conferences which were the essence of the reporting system during the previous year but to provide parents with that tangible link with tradition that they sought. (See Appendix F)

In addition to these immediate steps in program refinement, a schedule for the selection of a consultant to conduct an external evaluation and a time frame for its implementation were introduced. A committee composed of parent representatives, Central Administration, a School Committee representative and the director was entrusted with this responsibility.

While this was occurring, the results of a questionnaire sent to parents of the Alternative School to determine their perceptions of the program were tabulated. Returns were received from eighty percent of the parents who gave

the following generalized answers to five key questions:

1. What were your primary goals and expectations when you chose to send your child to the Alternative School?

   Individualized learning
   Creative learning
   Stimulating atmosphere
   To enjoy learning, excitement in learning and success in learning

2. Do you think these goals are being realized?

   Everyone answered yes to this question or stated that at this time they did not have sufficient information to answer the question.

3. Are you worried about any specific aspects of the program?

   Some of the concerns stated were:

   (1) Money, support from the city. "I would also like to see the teachers receive the rank and pay they deserve to keep them in the program as they gain experience with the methods."

   (2) Concern about whether first graders are being sufficiently stimulated and learning basic skills.

4. Do you feel your child is being sufficiently stimulated?

   98% of the people who answered the questionnaire answered yes to this question.

5. Is your child happy coming home from school? 99% answered yes to this question.

Although not conclusive, the results were encouraging to receive because they lent weight to the statements of satisfaction with the program that were expressed in interview situations. The information was shared with the parents at their next general meeting and also was included in a future edition of the school newsletter.

Implementation

Bolstered by the confidence that comes with experience, the program entered its second year of operation in a new home, under a new principal, a director freed from any teaching responsibilities, and a doubled enrollment. The staff had been expanded to include five full time teachers, two paid aides, five parent volunteers, and additional support personnel in music, art, gym, learning disability, and special education serving on a part-time basis.

The school was divided into five multi-age classrooms plus a double session kindergarten. The classrooms were characterized by interest areas which included the basic skills, science, art, and social studies corners and an integration of disciplines. Basic skills and major concepts were reinforced through the use of manipulative devices, games and activities that were intended to encourage application of the skills acquired and the learning environment was encouraged to reach out beyond the brick and mortar confinement of the school to include the veritable wealth of community resources such as the Peabody Museum, the Essex Institute, the Custom House, plus a multitude of historical tourist attractions most of which were within easy walking distance of the school.

For the first half of the new academic year, the program progressed smoothly, but with the advent of spring the seeds of discontent were sown and problems began to surface. Some of these could be attributed to the increase in staff, for while the summer workshop was devoted to staff development and orientation, it was never intended to stifle originality. Thus, in some respects, the additional teachers served to further diffuse philosophy.

Although this contributed more ideas on how to approach open education, it also produced less unity in goal implementation. Parental attitude also took its toll. On the one hand the core of parents that had spearheaded the effort to introduce the concept to the district were as active as ever in their efforts to improve the model and preserve their school. On the other hand, some of the new parents were prone to apathy and seemed content to let others do the work, while some held widely varied expectations for the program resulting in expressions of concern about structure or the lack of structure, basic skills proficiency, behavior and discipline.

Working towards the resolution of these problems the following measures from the program design were put into action: an external evaluator was hired to conduct a formative evaluation of the program; the parent's Progress and Evaluation committee reinitiated, a survey designated to determine parents' and teachers' expectations for the school undertaken; and an Advisory Council for Alternative Education formed.

In spite of these growing pains, the program appeared basically healthy, and pending the outcome of the evaluation, was optimistically scheduled for further expansion into grade six.

In summary, the alternative school was beginning to come of age. Although much energy was still being expended on survival and maintenance concerns, the focus of attention on how much learning was going on was intensifying. In order to obtain a concensus of perception, an extensive survey questionnaire was circulated among parents running the complete gamut from classroom environment to curriculum.

EVALUATION

Program assessment, especially in this day of accountability, is one of the most important components of any venture--be it industrial, commercial, or educational in nature. However, as is frequently the case with those who are engaged in alternative education, there is resistance to evaluation. In some instances, as was pointed out at the Wingspread Conference on Educational Alternatives, this resistance is predicated on the honest belief that program assessment is philosophically antithetical to the openness and lack of overbearing structure upon which many alternatives are based.[15] On other occasions, it is due to the reactionary defensiveness of some individuals, who, because of the tenuous nature of their programs, or because of the fear that test results will be used as a negative force, simply wish to be left alone. The argument presented against evaluation by the director, and through his influence, the executive board of Salem's program, contained elements of each persuasion: philosophical opposition, negative use of evaluation, and defensiveness. The thrust of each of these concerns though valid to some degree, was successfully parried on the basis of the following points:

Improvement - The major reason for evaluation is to promote internal self-improvement.

Credibility - Whereas traditional education programs have paid their dues through historical endurance, alternative education programs cannot survive by avoiding scrutiny.

Strategies - Evaluation provides a base for identifying those strategies that are successful.

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[15] Mike Hickey, Evaluating Educational Alternatives (Bloomington: Educational Alternative Project, 1972), p. 1.

Acceptability - Evaluation of student progress is difficult without an adequate understanding of where the program itself stands.

The end result was that an agreement was reached whereby evaluation during the first year of the program's existence would be accomplished internally and that an external evaluation would be conducted during the second year of the program. The evaluation that was done during the first year was formative in nature and provided a major ingredient for refinement. (See Appendix G) The evaluation team consisted of representatives from the following groups: Central Office, Parent Advisory Committee, School Committee, faculty from the Education Department at Salem State College.

The second appraisal was to be done by a professional evaluator charged with the responsibility for assessing the progress of the school. This was to be accomplished mid-way through the second semester so that the findings could be incorporated into further program refinement that was scheduled to take place during the summer months. Simply stated, the consultant's task would be to examine the goals, curriculum, operation, and achievement of the program in order to determine its strengths and weaknesses and to identify future needs for the school.

The position of Central Administration was overtly supportive of evaluation and it reminded the School Committee and the members of the Executive Board, that unless the intent, content, and methods of procedure for the Alternative School were clearly articulated and evaluated, the program would be susceptible to subjective judgments from those with views that range from the overly romantic to the traditional. Furthermore the time was right for assessing the progress of the school, for promoting internal and external

understanding of the program, and for determining whether clear and productive management decisions had been made. Verily if the school were to be successful, it had to be judged on its merits and be receptive to the questions and criticisms of the consumers it was designed to serve.

Committee Assignment

A special committee consisting of representatives from Central Administration, School Committee, Alternative School Parents, and the Program Director was given the task of establishing guidelines for the evaluation, developing a time-table for its implementation and follow-up, soliciting proposals from consultants, providing a recommendation for the superintendent.

Among the literature the committee examined was the Ford Foundation's evaluation of Philadelphia's Parkway Program, the evaluation design for the Metro High School Program, a synthesis of ideas discussed at the Wingspread Conference dealing with evaluating educational alternatives by Mike Hickey, and the Center for New Schools' School Evaluation Model.

A data bank of consultants maintained by the Massachusetts Department of Education was the source from which consultants were contacted concerning the project and resulted in the receipt of seven proposals from which Dr. Mary Kohring, Professor from the Department of Education at Tufts University, was selected.

Evaluation Design

All of the consultants who were notified about the project professed a keen interest in it and wished to be kept informed as to its progress regardless of how they fared in the interview process.

Following her selection Dr. Kohring appeared before the School Committee and outlined the procedure she intended to follow in conducting the evaluation.

Evaluation Design

Dr. Kohring's evaluation of the Alternative School was to commence immediately and to consist of three stages with the written report to be received by May 1, 1976 followed by a presentation to the School Committee on May 7, 1976. (See Appendix H)

Stage One: Pre-evaluation phase (1-2 meetings)

1. Introduction of consultant to persons involved in the evaluation

   a. School Committee
   b. Salem school administrators
   c. Total community of Alternative School (parents, teachers, administrators, and students)

2. Consensus of charge to consultant

   a. To examine the current existing programs, its goals, curriculum, operation, and achievements to determine the strengths and weaknesses.
   b. To identify future needs if the school is to continue to exist.

3. Gathering of background information

   a. To clarify definitional terms (alternative school, open education, child centered, structured, Montessori, British Informal Primary Education).
   b. To collect additional information to supplement the written matter already in the hands of consultant (history of school, relation of school to Salem school community, enrollment of students, parent participation, organizational structure, curriculum, goals and objectives, methods and materials, evaluation of students, physical plant, other services).

4. Concerns of people involved about the evaluation

   a. Intention of consultant
   b. Special desires of people involved
   c. Feedback mechanisms
   d. Others

Stage Two: Evaluation phase (6 days)

1. Examination of goals of Alternative School (2 sets) and Salem elementary school goals in general.

2. Observation of Alternative School classrooms and random sampling of other elementary classrooms in Salem.

a. Data to be collected - relative to goals of school.
b. Methods for collecting data - descriptive or checklist format.
c. Areas for examination - learning activities; interaction between teachers, other adults, and students; behavior of pupils both independently and in groups; classroom facilities and organization.

3. Interviews with persons involved in evaluation after observations

a. To gather additional information regarding school.
b. To gather additional information regarding classrooms.

4. Testing students of Alternative School and random sampling of students in elementary schools in Salem regarding academic achievement.

a. Use town-wide tests given in spring
b. Or give additional test

5. Collection of other data deemed necessary by school officials or teachers.

Stage Three Post Evaluation Phase (3 days)

1 Analysis of data

a. Goals (realistic, operational, future needs).
b. Compare goals to information collected in observations and interviews (observable, strengths and weaknesses, future needs).
c. Compare test scores of Alternative School students to other students in Salem (strengths and weaknesses, future needs).

2. Written report

a. Description of findings
b. Strenths and weaknesses
c. Recommendations for future

Specific Recommendations

As a result of her evaluation, Dr. Kohring offered the following specific recommendations for the program:

Instructional Program

1. Need for goals to be rewritten in behavioral terms with specific objectives stated for the cognitive, affective, and psychomotor domains of the curriculum.

2. Provide written definitions for such terms as child-centered, open classroom, structured, etc.

3. Need to make more materials available to teachers for their work with children.

4. Need for additional services from supportive staff personnel.

Administration

1. Need for more emphases on public relations to promote greater community awareness.

2. Need to elevate the program director to principal status.

Staff Relations and Professional Growth

1. Need to develop greater unity among staff.

2. Need for more in-service workshops on Montessori methods, basic skills within an integrated curriculum, and mainstreaming.

Services to Students

1. Need for more aides and volunteers to support teachers in individualizing instruction.

2. Need for additional office space, resource room, and separate nurse's room.

School Community Relations

1. Need to promote greater parent participation.

2. Need for better delineation of responsibility and closer cooperation between parents and teachers.

Dr. Kohring concluded the report with the following statement: "In summary, the Alternative School is still in its infancy stage. There are definite strengths and weaknesses at this point in time. The areas which need to be improved are fairly easily remedied with effort being applied by all parties involved. The alternative concept offers many new possibilities to Salem which should not be overlooked." [16]

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[16] Mary Kohring, Evaluation of the Salem Public Alternative School (Medford:Tufts University 1976,)p. 231.

Program Refinement

Dr. Kohring's report was well received by Central Administration and the School Committee and provided the impetus for additional appropriations with which to implement the recommendations. The Administrative Advisory Committee was reconvened and spent much time during the succeeding weeks working with the program director and representatives of the Parent's Executive Board in outlining plans for the summer workshops, lining up consultants, suggesting staff reassignments, negotiating with Church Officials for additional spatial allocations, and proceeding with plans to expand the program into grade six for September.

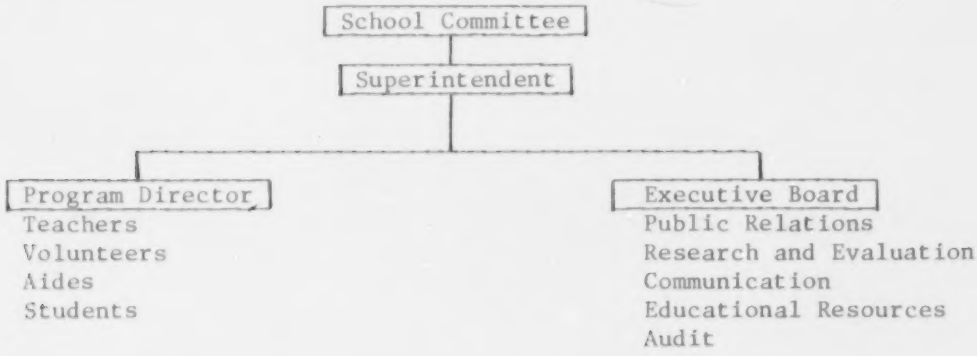
At the height of these activities the program director threatened to resign because of a major philosophical dispute with the Parent's Executive Board and the desire to be placed on a comparable salary level with elementary school building principals. Cognizant of the pressures of administration and empathetic of his feelings and efforts to bring success to the program, it was suggested that he think things through and enjoy a well-earned vacation. Unfortunately, the passage of time failed to salve his wounds and the program was committed to search for a new director. A Search and Screen Committee consisting of ten parents, selected by lottery from a group of volunteers, and a representative from Central Administration was formed to advertise the vacancy, screen applications, interview candidates, and provide a recommendation to the superintendent. The response from applicants was overwhelming as the position was advertised in the New York Times, the Boston papers and at college placement bureaus in New England and within weeks a replacement was appointed.

In order to bring into focus an approach for meeting the needs cited in the evaluation, a workshop committee was formed and a package for summer workshops proposed. Another objective of the workshops was to establish a basis for teamwork for the coming year. The workshops were divided into three components: (1) School Objectives and Curriculum Development (2) Classroom Management and Organization (3) Materials in Language Arts and Math Development. Additional topics for future workshops included: Demonstration of Montessori Materials, Training Parent Volunteers, Career Education, Evaluation Techniques, Human Development, Working with Children of Special Needs, Teaching Strategies. All of the workshops were open to parents as well as teachers, aides, and volunteers.

However, before any of these workshops could be implemented, immediate attention had to be concentrated upon defusing a potentially volatile situation which threatened to create a schism between the Executive Board and the Parent's Association. On the surface, the problem appeared to be one of representation; beneath the undercurrent, however, ran the stream of discension that was fed by diverse tributaries. In an effort to steer a navigable course, the superintendent met with representatives from all groups concerned, stressed the necessity for parents, staff, and administrators to work in harmony, and successfully diverted the energies of opposing factions away from each other and towards the planning, implementation, and participation of a workshop for parents conducted by a well-trained consultant. The confrontation produced the desired results and led to a rededication of commitment to the creation of an atmosphere of openness, trust, and cooperation in promoting the goals of the Salem Public Alternative School.

One of the outcomes was a streamlining of the governance process by making the program director responsible for all aspects of the program and expanding

the role of the Executive Board to include representation in each of five standing committees.



School Objectives and Curriculum Development

The first part of this workshop was spent on a re-examination of the goals of the program. The outcome of this activity by the Goal Review Committee laid the basis for refining the objectives. The remainder of the time was devoted to the development and compilation of sequential skills lists which could be used to help assess individual student progress. Teachers and parent volunteers were skillfully guided in these activities by educational consultants selected by the Executive Board.

A significant product of this endeavor was the following consolidation and restatement of program goals in a concerted effort to adhere to the specific recommendations included in the evaluator's report. Each of the goals is accompanied by a list of performance criteria to be achieved by children if the goals are to be attained:

Goals

I. Open Structure - has opportunities to choose activities, has opportunity to work with a variety of materials, works individually and in groups, works in multi-level and multi-aged groups.

II. Structure - follows rules established by the class group, knows own and teacher's expectation, follows schedule, follows directions, works towards objectives, completes learning task.

III. Individualized - knows own learning needs, evaluates own work, works at own ability level, works at own pace, has opportunity to increase skills in areas of own interest.

IV. Basic Skills - moves sequentially through basic cognitive, effective and psychomotor skill areas, shows continuous progress in these basic skill areas, works with integrated as well as seperate subject matter.

V. Respect - gives positive reinforcement to others, uses with care the physical properties of the school, refrains from negative behavior, listens to other's point of view.

VI. Positive Approach to Learning - is involved in work, works cooperatively, encourages others, demonstrates pride in achievments, seeks new work when current task is completed.

There are three additional goals of the Salem Public Alternative School which pertain to persons involved in the educational process of the school. Below each goal is a list of performance criteria which are expected of those involved if the goals are to be attained.

VII. School Personnel Responsibilities - administration participation in decision making, inform parents of all school issues, allows observation in the class, makes program evaluation regularly responds to constructive criticism, makes diagnostic, formative and summative evaluations of pupils regularly, communicate with each other on a regular basis, communicates regularly with parent about each child.

VIII. Parent Responsibilities - participates in decision making, share ideas with school personnel, volunteers in school, works on committees, shares information with total parent body regularly, uses vehicles for communication flow.

IX. Community Involvement - is kept informed about the school volunteers in the school, provides needed resources to school.

Classroom Management and Organization

This workshop for teachers and volunteers dealt with the presentation of a unified approach to open education. Alternative School parents and community leaders were also invited to attend. Topics covered included: The use of teacher aides in the classroom; behavioral management; the role of the parent in open education; human relations. Films played a prominent part in the presentation which was laden with practical suggestions for all participants.

Materials in Language Arts and Math Development

This segment of the workshop became a springboard for the establishment of a curriculum resource center at the school. Parents, working under the direction of a consultant, centralized, catalogued, displayed, and established a distribution process that greatly facilitated the sharing of materials.

Teachers were given a full array of suggestions and materials for use in language arts, mathematics, as well as other disciplines and were also given helpful hints in room organization and in integrating multi-level, open individualized - methods of instruction.

In summation, the Workshop Committee, on the basis of feedback from participants, concluded that the workshops had met their objectives by contributing to the on-going process of program refinement.

Implementation

The reopening of schools on September 8, 1976 marked the start of the third and crucial year of Salem's Public Alternative School. Among the changes that greeted the one-hundred and twenty-seven students were:

Staff Positions

Salem Public Alternative School

1976-77

PERSONNEL	NUMBER
Program Director (Free of teaching responsibilities)	1
Classroom Personnel (K-6)	
Teachers	6
Aides	3
Volunteers	6
Teaching Specialists (Itinerant Schedule)	
Art	1
Music	1
Physical Education	1
Remedial Reading	1
Human Development	1
Resource Teacher	1
Special and Supportive Services (Special and supportive services such as psychological, guidance, health, library, audio-visual, bilingual, etc. were provided by the district on an "as needed" basis).	

A. An expanded structure (K-6).
B. New faces among the faculty.
C. Additional classrooms, office, resource, and health stations
D. A new director with total school responsibilities.

The school was now comprised of six multi-age classrooms plus a double session kindergarten as consistent progress was being made towards ever-improving the educational program for children. In addition, the school had expanded into the cultural heart of the city as cooperative programs with educational representatives of the Peabody Museum and Essex Institute were reached.

The new director made his presense felt by introducing two new measures for improving supportive services for children and developing a component for staff evaluation. In the former case he incorporated the concept of child study teams. Membership on each study team consists of a parent and teacher of a particular child, the director, and any needed specialists. Together this group would engage in periodic dialogue about the child's progress and plan courses of action aimed at:

1. Tailoring an educational program to meet the child's needs.
2. Meeting regularly to assess the effectiveness of the recommended program.
3. Providing ways for both the home and school to mutually assist the child.

In addition to forging a stronger bond between parents and teachers in meeting the educational needs of children, this concept presented a natural flow with which to lead children of special needs into the core evaluation process (See Appendix I)

When it was sensed that the area of staff evaluation was causing increased concern among parents and teachers he demonstrated educational leadership by developing a proposal to meet the needs of both groups: the parents - who were

pressing to exercise their role in the decision making process, and the teachers - who were concerned about the process for making decisions. (See Appendix J).

Advisory Council for Alternative Education

In order to lend objectivity to the decision the School Committee faces at the conclusion of the third year of the program's operation, an Advisory Council for Alternative Education was formed. This council is charged with the responsibility for evaluating existing open or alternative education programs within the district and to make recommendations concerning the future of the Alternative School. Endorsed by the School Committee, Executive Board, and Central Administration, membership on the council is composed of: one School Committee member; a representative from Central Administration; the Program Director from the Alternative School; one parent and one staff representative from the Alternative School; one parent and one staff representative from the intermediate grades in the rest of the public schools in the district; one parent, one staff and one student representative from the high school; one college official; one citizen-at-large with no school ties. The participants were randomly selected from a list of volunteers within each category and for the past ten months have been proceeding with their task by conducting interviews, visiting schools, studying programs, examining budgets, and by conducting a needs assessment to identify the educational needs of the district as perceived by the community. (See Appendix K).

The Council is now in the culminating stages of its deliberations and within the next few weeks will be submitting its written recommendation to the superintendent. Although it would be presumptuous to speculate on the forthcoming

recommendation, it can be stated, however, that the Council has been duly impressed with the program and the progress of the Alternative School and with the important element of choice it offers to the community.

Ascertaining Required Inputs

Human Effort

In addition to the participant, the key personnel that assisted in the development of Salem's Alternative School Program have been: Dr. Lawrence F. McConnell, former Superintendent of Schools in Salem, Mass. and present Superintendent of Schools in Sturgis, Michigan; Dr. Alan E. Schaefer, present Superintendent of Schools in Salem, Mass.; Dr. Robert Mackin, former Director of the National Alternative Schools Program, University of Massachusetts; Mr. Sergio Pirrotta, Head Teacher and former Program Director of Salem's Public Alternative School; Mr. Cliff Janey, present Director of Salem's Public Alternative School; Dr. Mary Kohring, Educational Consultant and Evaluator, Tufts University; Dr. Mary A. Procopio, former Coordinator of Early Childhood Education at Salem State College; members of the following committees: Administrative Advisory, Definition, Research, Curriculum, Site Selection, College Participation, Transportation, Governance, Student Selection, Staff Selection, Public Relations, Evaluation, Parent's Executive Board, Advisory Council for Alternative Education, School Committee; teachers; parents; students participating in the program; consultants assisting with program refinement; the North Shore Colloborative for Options in Learning and Teaching; Northeast Regional Office of the State Department of Education; and Central Office typists of the Salem School Department.

Over the past thirty-seven months committee meetings have been held at all hours of the day and night. Whenever possible, committee meetings with staff, administrators, teachers, and consultants were held on days of early release. However, most of the meetings with parents, consultants, and School Committee were conducted in

late afternoons and evenings, while all of the writing and research connected with the project was accomplished on evenings, week-ends and vacation periods.

Because the program has involved so many people and touched all segments of the community, it is impossible to accurately determine the amount of human effort that was expanded in the completion of this practicum except to state that it was considerable, and hopefully, will be on-going. Hundreds of hours were devoted to researching, budgeting, planning, implementing, and refining the model; speaking before P.T.A. and community groups to explain the program; hosting visitors from other communities and educational institutions interested in the program; speaking before varied School Executive Association groups and college officials to describe the program; conferring with representatives from the State Department of Education; preparing workshop sessions and providing counseling services to all groups connected with the project.

Most of the time was productively spent, however, in retrospect, the time and energy expended in developing educational specifications and recommending spatial needs associated with the renovation of the Health Building amounted to a needless "spinning of wheels" which could have been avoided if the political reality of the situation had been known.

Material Means

Direct costs specifically related to the project for each of the first three years and projected into the fourth year of the program are itemized on the succeeding pages and cover the following categories:

I. Salaries
II. Textbooks
III. Instructional Supplies
IV. General Supplies
V. Equipment
VI. Maintenance and Operation
VII. Special Areas
VIII. Miscellaneous
IX. Utilities and Fuel
X. Lease
XI. Workshops
XII. Evaluation

Total cost for these years were:

1974-1975 First Year	$ 38,340
1975-1976 Second Year	$127,571
1976-1977 Third Year	$155,826
1978-1979 Fourth Year	$160,395

Per pupil costs for support of the Alternative School have averaged out slightly less than comparable costs for the rest of the elementary schools in the district in spite of additional costs for workshops and evaluation. This has largely been due to the difference in entry level of teaching experience for teachers and has worked to the program's advantage in silencing some of its detractors.

Time

Approximately thirty-seven months have been devoted to the completion of this practicum effort.

Alternative School Budget

1974-75

Location: Cogswell School

Enrollment

Grade	Teachers	Pupils
K-1	1½	30
2-3	1½	26
	3	56

Pupil-Teacher Ratio: 18:1

I.	Salaries		31,203.
	A. Administrative	11,474.	
	B. Classroom Teachers (2)	17,740.	
	C. Special Teachers (Art, Music, Phys. Ed., Special Ed., Speech, Human Development)	*	
	D. Aides	1,989.	
	E. Custodian	*	
	F. Nurse (1/10)	*	
	G. School Milk and Lunch	*	
II.	Textbooks)		
III.	Instructional Supplies)	2,000.	
IV.	General Supplies)		
V.	Equipment	2,000.	
VI.	Maintenance and Operation	0	
VII.	Special Areas (Art, Music, etc.)	0	
VIII.	Miscellaneous (Field Trips, Postage, etc.)	137.	
IX.	Utilities - Fuel	*	
X.	Lease	0	
XI.	Workshops	3,000.	
XII.	Evaluation	0	
		38,340.	

* Services Incorporated in Cogswell School Budget

Alternative School Budget

1975-76

Location: Hawthorne School

Enrollment

Grade	Teachers	Pupils
K	1	24
1	1	21
2)	1	15
3)		14
4	1	17
5	1	22
	5	104

Pupil-Teacher Ratio: 20:4

I.	Salaries		95,904.
	A. Administrative	12,544.	
	B. Classroom Teachers (5)	47,832.	
	C. Special Teachers (Art, Music, Phys. Ed., Special Ed., Speech, Human Development)	20,000.	
	D. Aides	3,978.	
	E. Custodian	9,300.	
	F. Nurse (1/10)	750.	
	G. School Milk and Lunch	1,500.	
II.	Textbooks	750.	
III.	Instructional Supplies	476.	
IV.	General Supplies	383.	
V.	Equipment	3,000.	
VI.	Maintenance and Operation	6,800.	
VII.	Special Areas (Art, Music, etc.)	0	
VIII.	Miscellaneous (Field Trips, Postage, etc.)	258.	
IX.	Utilities - Fuel	8,000.	
X.	Lease	5,000.	
XI.	Workshops	5,000.	
XII.	Evaluation	2,000.	
		127,571.	

Alternative School Budget

1976-77

Location: Hawthorne School

Enrollment

Grade	Teachers	Pupils
K	1	21
1)	1	21
2)		21
3	1	21
4	1	21
5	1	21
6	1	21
	6	127

Pupil-Teacher Ratio: 21:1

I.	Salaries		122,294
	A. Administrative (1)	15,094.	
	B. Classroom teachers (6)	68,694.	
	C. Special teachers (6) (Art, Music, Phys. Ed., Special Ed., Speech, Human Development)	22,178.	
	D. Aides (3)	3,978.	
	E. Custodian (1)	9,859.	
	F. Nurse (1/10)	774.	
	G. School Milk & Lunch	1,717.	
II.	Textbooks	1,072.	
III.	Instructional Supplies	800.	
IV.	General Supplies	560.	
V.	Equipment	2,200.	
VI.	Maintenance and Operation	3,300.	
VII.	Special Areas (Art, Music, etc.)	1,700.	
VIII.	Miscellaneous (Field Trips, Postage, etc.)	900.	
IX.	Utilities - Fuel	10,000.	
X.	Lease	6,000.	
XI.	Workshops	5,000.	
XII.	Evaluation	2,000.	
		155,826.	

Alternative School Budget

1977-78

Location: Hawthorne School

Enrollment

Grade	Teachers	Pupils
K	1/2	21
1)	1	21
2)		21
3	1	21
4	1	21
5	1	21
6	1	21
7	1	21
	6 1/2	148

Pupil-Teacher Ratio: 22:7

I.	Salaries		131,105.
	A. Administrative	16,150.	
	B. Classroom Teachers	74,153.	
	C. Special teachers (Art, Music, Phys. Ed., Special Ed., Speech, Human Development)	23,730.	
	D. Aides	3,978.	
	E. Custodian	10,550.	
	F. Nurse (1/10)	828.	
	G. School Milk & Lunch	1,717.	
II.	Textbooks	1,860.	
III.	Instructional Supplies	405.	
IV.	General Supplies	810.	
V.	Equipment	940.	
VI.	Maintenance and Operation	1,000.	
VII.	Special Areas (Art, Music, etc.)	1,910.	
VIII.	Miscellaneous (Field Trips, Postage, etc.)	1,174.	
IX.	Utilities - Fuel	12,190.	
X.	Lease	7,000.	
XI.	Workshop	3,000.	
XII.	Evaluation	0	
		160,395.	

EVALUATION

The paramount goals of this practicum effort were:

A. to develop an alternative school model at the primary grades (K-3) that will provide an adoptive and personalized education for each child.

B. to refine and expand that model after subjecting it to critical analysis, evaluation, and reformulation.

The degree to which each of these goals has been realized can be directly attributed to the assessment that has taken place. As has been evident throughout this report, evaluation has played a vital role in the execution of this practicum since its conception and throughout the stages of its subsequent development:

A. Planning Stage - During the planning phase a core evaluation team of parents, teachers, and administrators was chosen to evaluate progress, solicit broad samplings of parent, teacher, and community reactions and inputs to the program.

B. Operational Stage
   1. Once operational, assessment was a critical component of each day's activities
   2. Concurrently, a formal evaluation team conducted a formative evaluation which became a major ingredient for that summer's efforts in program refinement.
   3. Midway through the second year of the school's existence, the periods of internal self-reflection and comprehensive review were augmented by an external evaluator who further enhanced the cause of program refinement by examinging the goals, curriculum, operation, and achievement of the program - assessing its strengths and weaknesses, and identifying future needs.
   4. The current efforts of the Advisory Council for Alternative Education to evaluate open education within the district and to make recommendations concerning the future of the Alternative School.

The program has been carefully monitored by a host of observers ranging from professional consultants to administrators, school committee members, teachers, and

parents from a wide geographical area employing a veritable potpourri of questionnaires, surveys, interviews, and other information-gathering instruments. The results have been most gratifying because, in all instances, they have confirmed that the school is meeting the objectives for which it was created and not only warrants retention but further expansion into grades seven and eight.

The merits of Salem's Public Alternative School, when placed in proper perspective become obvious. The Alternative School was not intended as an agent for educational reform to be set in competition with the rest of the schools but rather as a complement to the neighborhood schools and an aid to helping the total system become more responsive to the needs of students and parents. Because the school is smaller than the typical K-6 school in the district, it is also in a position to introduce new types of learning experiences that are not as easily implemented in the conventional school. Its greatest strength, however, lies in the element of choice. Children attend the school because they and their parents selected it. This element of choice, in itself, represents built-in evaluation and accountability. Obviously, parents and students who are unhappy with the school will not support it. From that point of view, what better accountability could there be than consumer accountability?

Vernon Smith has suggested the following ways in which alternative public schools would be complementary to conventional schools:

1. "The first and most obvious way is that alternative schools will be responsive to the needs of some students whose needs are not being met by the existing program.

2. The second way the alternative will complement the system is in providing a structure for learning more about which schools meet the needs of students with different learning styles

3. The alternative schools will encourage the conventional schools to look at themselves more carefully and critically.

4. The alternative schools provide for more community involvement in the educational process.

5. The alternative structure provides a simple mechanism for continuous change and improvement.

6. The alternative schools provide opportunities for exploring, designing and developing a much broader array of learning facilities.

7. Conventional education rewards and allows a limited range of teaching styles.

8. The benefits that accrue from providing educational choice within the community." [17]

Salem's Public Alternative School mirrors these eight attributes. It does, in fact, provide for community involvement in decision-making and does offer that essential ingredient of choice which is missing in the time honored, monolithic, tradition of assigning children to schools and teachers which Richard Kamman finds so reprehensible.[18] Nevertheless, the age of accountability demands constant objective assessment. For that reason, Dr. Mary Kohring has been retained to conduct a follow-up summative evaluation of the program which is designed:

A. To determine the extent to which program goals are being met this year.

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[17] Vernon H. Smith, Alternative Schools: The Development of Options in Public Education (Lincoln: Professional Educators Publications, Inc; (1974) pp. 70-74.

[18] National Alternative Schools Program, Rationale, Reading, Resource (Amherst: University of Massachusetts, 1973), p. 2.

B. To compare as many findings as possible with the same data which was presented in last year's evaluation. (It should be kept in mind, however, that the school has a new director, many new staff members, and refined goals which prevent exact comparisons.)

The reassessment will be carried out in two ways:

1. Using the brace observation instrument again this year, observations will be performed in every calssroom in the Alternative School. Approximately one full day will be spent in each classroom. Half-a day observation time will be spent observing the teachers and the other half of the time will be spent on watching a variety of children. Instead of a purely random sample of children this year, more observations will be made focusing on special needs children, an area of concern last year.

2. Formal interviews with administrators, staff, parents, and students of the school will be held to obtain their perceptions of the strengths and weaknesses of the educational program this year.

The results of this assessment, together with the recommendation from the Alternative School Advisory Council, should help the School Committee in reaching a decision concerning the ultimate future of the school.

Follow-up

As a result of this practicum, the Public Alternative School that was created in Salem not only went beyond the K-3 framework that was originally conceived but encompasses a K-6 block which has been budgeted for further vertical growth to include grades seven and eight by 1979. Beyond the internal expansion that the program has undergone is the effect that it has had on the rest of the elementary schools in the district. Whereas most elementary schools were previously steeped deep in traditional approaches to education, vestiges of open classroom techniques modeled after the Alternative School can now be found in most of the larger schools thus providing parents with an additional element of choice within the neighborhood school environment.

Student teachers from the greater Boston area are flocking to enlist their services and vying for position to undergo their period of apprenticeship at the school. Many of them have even offered to forego their vacations for the privilege of participating in the program's summer workshops.

Judging from the almost insatiable requests from administrators in neighboring districts to allow their teachers to visit at the school or to have Alternative School personnel participate at their workshops, the program is definitely having a positive impact on the educational climate of the North Shore. However, it would be presumptuous to state that Salem's model would enjoy the same degree of success if introduced elsewhere. For, in retrospect, the word "model" may be inappropriate for it bears the connotation of a program or package, which if replicated elsewhere,

would produce the same results. Experience, through three phases of growth has demonstrated that the program is action-oriented and subsequently will develop its own personality, reflecting the interests, needs, and goals of the students and parents it serves as well as the talents and styles of its teachers and administrators. Thus each model can be expected to establish its own identity and individuality. Nevertheless, the educational practitioner should find the steps leading to the development of Salem's model of practical value and some of the characteristics of the present learning environment at the school indicative of its success:

1. The child is the focal point of all activities and the teacher serves as a facilitator trained to guide, provide, and structure the environment and to assist the child to plan his own activities drawing from a wide range of relevant choices.

2. A variety of activities are simultaneously conducted in each classroom in order to permit each child to work in ways that are suited to his interests, talents, and learning styles.

3. Children are presented with a rich environment to explore and provided with ample opportunities for learning through experience.

4. Children's responses to the environment and needs and interests of the class frequently become the starting point for learning.

5. Flexible groupings epitomize the changing needs and interests of the children.

6. Much of the children's work is interdisciplinary in nature.

7. Creativity and all forms of expressive representation in art, music, drama, movement, and language are encouraged.

8. Children are free to probe in depth an activity of particular interest and, equally as important, free to disengage when the activity no longer seems appropriate.

9. A flexible schedule with minimum time restrictions is employed in

order to allow activities and interests, rather than the clock, to dictate how the school day will be spent.

10. Children are encouraged to work together and engage in meaningful dialogue concerning the nature of their work.

CONCLUSION

As of this writing, despite an austere economic climate, the Salem Public Alternative School is not only alive and well but thriving. What started out as a K-3 experiment in 1974 has blossomed into a K-6 school, that, pending favorable recommendation from the Alternative School Advisory Committee, is being budgeted for further expansion into grades seven and eight during the next two fiscal years.

The crisis that materialized this summer over the sudden resignation of the director only served to highlight the internal strength of the program, its resiliency, and ability to survive in the face of extreme adversity. If anything, the experience purified the program by purging it of the myth that its existence was totally dependent upon one individual. It also graphically demonstrated that the system does work: parents can effectively share in the management of their schools. Today, under the helm of a new director, a rededicated staff, and a much more enlightened Executive Board, the Salem Public Alternative School is a beacon for alternative education in the North Shore.

Relationships with Monsignor O'Connell, Pastor of the Immaculate Conception Parish, are excellent and the prospects for the extension of the present leasing arrangement into a long range contract that would be of mutual benefit to the School Department and the Parish are exceedingly bright. If consummated, this would assure the Parish of an income without relinquishing its right to utilize the facilities for CCD purposes on weekends, while

concurrently ridding the Alternative School of the shackles of uncertainty, as far as location is concerned, that have plagued the school since its inception.

In-service workshops for teachers and members of the Parents Advisory Committee have been concluded and plans are being formulated to develop a proposal in cooperation with Salem State College under Title IV, Part C of the Elmentary Secondary Education Act of 1965 for funds to implement additional workshops during the summer months.

In summary, the participant is confident that Dr. Kohring's follow-up evaluation report will reflect in a positive manner the program refinement that has taken place in compliance with her previous recommendations.

APPENDIX A

Title III. ESEA. Section 306 Project Proposal: TEACH

Brief: TEACHER EDUCATION ADVISORY FOR EARLY CHILDHOOD (TEACH)

Local Educational Agency (LEA): Salem, Massachusetts Public Schools
School Year 1974 - 1975

In the role of LEA, the Salem Public Schools will coordinate a consortium of school systems across the Commonwealth of Massachusetts for the purpose of providing innovative teacher education as a means of generating exemplary Early Childhood Education, stressing the humanistic approach to individualized teaching and learning for all children, including children with special needs (as provided under Massachusetts Laws, Chapter 766.)

Fifteen British Primary Teachers from Bradford, England, (the school system in England which has accepted over the last three years three groups of student teachers and one group of graduate students from the Salem State College Early Childhood Education program), will augment the basic TEACH project staff in providing experienced demonstrations and presentations on the British Integrated-Day Approach to open education. The basic staff of TEACH will include members of the Education Faculty at three Massachusetts State Colleges in the vicinity of the three TEACH centers to be established in conjunction with Public School Systems in Salem, Fitchburg, and North Adams. As part of the TEACH operation, fifteen Massachusetts teachers will exchange with the British teachers coming to participate in TEACH (with permission of their School Departments), a situation which will provide a strong part of a teacher-cadre to be formed out of TEACH to provide continuing help to participants. This teacher-cadre will form the strong core of the after-effect period, the school year of 1975-76 when implementation of the integrative education initiated by TEACH will be functioning across the state. The Massachusetts Center for International Education will help to sponsor the international exchange, as it has helped with the planning of project TEACH.

TITLE III, ESEA, SECTION 306 Project Proposal: TEACH

A P P L I C A T I O N

Part Four

I. NEED FOR ASSISTANCE

A. Basic "GIVENS" Pertaining to Teachers

1. With particular reference to the current teaching-learning problems posed by the implementation of Chapter 766 of the Laws of Massachusetts, Acts of 1972 -- Children with Special Needs, as of September 1974, classroom teachers need help in organizing their classes within a humanistic framework in order to welcome children with problems whenever these children are placed in regular classes.

2. Since affective considerations in individualizing instruction for all children are of the essence in the successful integration of children-with-problems into classes-with-everyday-problems, the form individualization must take for the benefit of all calls for a developmental, image-building, vertically-grouped, Piaget-oriented curriculum in the tradition of the British informal Infant School, the Massachusetts Title III Ashland Early Childhood Center, and The Anne Sullivan Center at Tewksbury. TEACHERS OF YOUNG CHILDREN IN MASSACHUSETTS MUST HAVE PROFESSIONAL HELP IN ATTAINING SUCCESSFUL PERFORMANCE IN GUIDING THE DEVELOPMENT OF ALL CHILDREN IN THE HUMANISTICALLY DESIGNED INDIVIDUALIZED PROGRAM.

3. The need for teacher preparation for the insightful, informed implementation of Chapter 766, (as has been the case in other states where mainstreaming has taken place, or is now in process), demands pertinent preservice and inservice education. This need has been well documented by the Massachusetts Teachers Association which has, in turn, disseminated information to this effect since one option in the education of children with special needs is placement in a regular class with special additional instruction. The classroom teacher must provide optimally for all.

4. In addition to the necessary understanding of how to make best use of the guidance of specialists who may work with the child with problems, the classroom teacher must learn ways to individualize teaching through inservice and preservice education designed to help her to promote learning for each child via the motoric, social-emotional, and cognitive stages involved in each case.

B. Basic "Givens" Pertaining to ECE Staff Surrounding the Teacher

1. ECE school administrators and curriculum specialists need to participate in inservice education to enable them to work in the best interests of children with problems through helping classroom teachers in individualization of instruction, in establishing the environment and organization and staffing to promote self-initiated learning on the part of the child at levels in keeping with his potential.

2. Specialists in the fields of vision, audition, speech and language, perceptual functions, physical mobility, behavior in social situations, mental development and maturation, all must participate in inservice education to the extent necessary to work through the classroom teacher operating a humanistically oriented individualized curriculum in order to make the most of the classroom social situation in promoting the development of the atypical child.

3. Paraprofessionals in Early Childhood Education need to work in preservice and inservice education workshops with teachers and other staff members in order to be able to promote the greatest growth of each child in terms of his stage of development under the direction of the classroom teacher.

C. Basic "Givens" Pertaining to Parents and Children Affected by CH766

1. Parents of children with problems who may be integrated into a regular classroom and parents of children with everyday problems who have had few atypical children as classmates need to meet with teachers in workshop learning situations in order to recognize the benefits to all children in the integration pattern when suitable for the individual child.

2. Children with problems require teachers who strive to know the child as a developing individual, whatever the stage or rate of development of a particular type. Inservice workshops and resulting home-community activities are meeting grounds for such sharing.

3. All children need a warm, inviting, accepting environment for learning. Children with special needs require even more in the way of close supervision and expert guidance if they are to perform well in a school setting.

4. Each child needs the stimulation, relaxation, and aesthetic enjoyment which comes through integrative involvement of the arts within the school program - creative movement, music for singing and dancing and playing, dramatics, contacts with beautiful literature, and expression conveyed through painting and other means available to children.

5. Every child needs the social stimulation of his peers in an age range near his own - as co-learners, sometimes as teachers or tutors, as playmates, as partners in conversation, and as like human beings with similar joys, worries, wishes, and need to learn, whatever may be human differences present.

6. Every child needs cognitive stimulation consistent with his power to learn, stimulation through fascinating new problems, problems that develop from the child interacting with a responsive environment and other learning human beings. Every child needs a mixture of direction and freedom in the learning situation.

II. Expected Benefits and Practical Results of Project TEACH

Children. The changes occurring in the field of special education in order to meet more effectively the needs of children with problems, must have a significant effect upon the education of all children in public schools. There is no doubt that each child must be viewed as an entity, as a developing young human being, as an interacting person with others in his culture, in his society; this is so whether or not he is a child with problems. If schools have often in the past bowed to professional or political inertia, lack of funds to promote needed changes in the school curriculum, or willing acceptance of mechanistic means to promote "group teaching and learning" to the detriment of the individual learning style of capacity of certain children with the advent of integrating handicapped children into the regular classrooms such practices must end. Across the United States and now in Massachusetts, we have the most urgent reason of all to individualize teaching-learning practices -- our children who have all along been decidedly different from each other but who on the whole seemed quite alike will have as classmates children who are obviously in need of special approaches to help them to learn. Our children with problems make it mandatory to treat all children as unique individuals in the teaching-learning process; Chapter 766 can benefit all children, especially if the T-L approaches to be developed with teachers in the proposed Title III project TEACH become widespread.

Teachers. Viewing children as learning human beings, each at a particular stage of development in his psycho-motor growth, his social-emotional growth, and in his cognitive growth, we must pause to express the teacher's debt of gratitude to the monumental work of Dr. Jean Piaget in helping teachers everywhere to understand the complex learning and development of the child. In the United States educators in the Early Childhood Education field, in many instances with the help of Government funding, have developed curriculum patterns for use with young children in the 3 through 8 age bracket which are immensely valuable to teachers dedicated to the individualized approach to teaching and learning. Among those which operate the social-cognitive theories of Jean Piaget and within the humanist tradition are the following:

The Ypsilanti Perry Preschool Project: David P. Weikart, Director.

Early Childhood Curriculum: A Piaget Program: Celia Stendler Lavatelli, University City, Missouri, Project in Early Childhood Education.

The Tucson Early Education Model: Marie Hughes, Sponsor, Arizona Center for Early Childhood Education, College of Education, U. of A., Tucson.

Institute for Development of Human Resources, College of Education, University of Florida, Gainesville, Florida; (strong emphasis on parent participation).

New York City Schools Programs funded by USPHS grants, the Ford Foundation, and the Grant Foundation; Marion Blank, Albert Einstein College of Medicine, Bronx, New York.

Project Follow-Through, Bank Street College of Education Model; Elizabeth Gilkeson and Herbert Zimiles, Sponsors, Bank Street College of Education, New York, New York.

Education Development Center Approach; David Armington, Sponsor, EDC, Newton, Massachusetts. (This model of Project Follow-Through is drawn from the inspired work of the British Nursery Schools and British Infant Schools in the integrated-day, informal mode).

Return to the original source, the schools for young children in England, to find vital proof of the sustained and sustaining values of the active, self-directed learning which goes on when schools exist in the interest of optimal development of the individual child in accord with his potential. Some of the informal, child-centered schools for young children have been in continuous operation for over thirty years; the famous activity-oriented Malting House School in Cambridge, England established itself in 1924 for children from 3 to 7 years of age. English schools have been hardly affected by the behavorist approach which in American schools, when it is used as the central curriculum strategy, causes stratification of children into groups concerned with atomistic learning. Preservice and inservice education for teachers of young children, particularly when children with special needs will be joining their peers in the classroom, must become steeped in the tradition, practices, values, and T-L materials of the British primary schools which are "Schools Where Children Learn" and enjoy every minute of it.

The proposed Title III Project, TEACH, can have a salutary effect upon teachers, children, and their parents if the expected result of this one-year program enables teachers of young children in nursery school, kindergarten, and primary grades to so guide children's learning that progress and respect for individual abilities go hand-in-hand. All children and especially reassessed children with special needs who are placed in regular classes will sense the experience of paced and guided growth consonant with their development. TEACH may make the difference between successful and unsuccessful adjustment for many children reentering regular classrooms under Chapter 766.

TEACHER EDUCATION ADVISORY FOR EARLY CHILDHOOD (TEACH)

III. Approach - Introduction

As Local Educational Agency for the proposed project, TEACH, the Salem Public School Department will coordinate innovative teacher education activities for a consortium of school systems stretched across the state of Massachusetts. The major goal of the consortium project in teacher education is to promote professional competency in organizing and operating individualized instruction in the humanistic tradition for children in the 3 through 8 age bracket, so as to facilitate the implementation of Chapter 766 when children with special needs are placed in the regular classes. TEACH will offer services to school systems, teams of teachers, and individual teachers in the process of moving toward the British Infant School exemplar, as described above, or any eclectic model derived from a combination of demonstrated programs or original practices in the Piaget-oriented/developmental-cognitive approach to early childhood education. Workshop circuits will operate in the three major centers of the consortium - Salem, Fitchburg, and North Adams; area demonstration centers will be opened in public schools. In the Salem area three demonstration centers will be located in the Horace Mann School in Salem, another in the Glover School in Marblehead, and a third in the Welch School in Peabody. Faculty members in Early Childhood Education from the three State Colleges in the vicinity of each of the major consortium communities - Salem, Fitchburg, and North Adams will help to operate the workshop circuit for teachers and other professional personnel of the school systems in the geographical area. Also helping to organize and to disseminate information regarding the activities and outcomes of the TEACH Project will be staff members of three Regional Offices of the Massachusetts Department of Education-North East, Central, and Far West. Area groups of Superintendents of Schools and cooperatives of school systems, such as the twenty-two school districts joined together in the Merrimack Education Center in Chelmsford, have agreed to promote TEACH as a source of teacher education in the humanistic approach.

Fifteen British Primary Teachers, skilled in in-service education within the Bradford, England, Teacher Centres, will become regular members of the teacher education staff of TEACH; five will be placed at Fitchburg, five at North Adams, and five at Salem. Experienced in guiding the learning processes of young children in the integrated-day, informal, and individualized curriculum of the British primary schools and nursery schools, the Bradford teachers will demonstrate in the classroom setting as well as perform as Advisors in the TEACH Workshop Circuit. Sponsored as international comparative education for American teachers, TEACH will encompass the exchange of fifteen Massachusetts teachers to the classrooms of their British counterparts who will become part of the TEACH staff for six weeks. The Massachusetts teachers

who volunteer to work with a group of British children for a period of six weeks may become a teacher-cadre to assist in continuing teacher education activities in maintaining and developing professional skills needed in organizing and operating an integrative, individualized, open-structured program. The teacher-cadre will provide a strong core team for the after effect period of the following school year, 1975-76 when implementation of the professional study within TEACH during the 1974-75 school year should take place in many schools over a wide area. The Massachusetts Center for International Education at Buzzards Bay and the Metropolitan District Council of Bradford, England, will sponsor the overseas exchange of fifteen teachers within the TEACH Project. (See letter from Mr. Norman B. Roper, Chief Schools Officer, Schools Division of the Bradford Education Department, regarding the planning for Bradford Teacher's participation in the Teach program next year.)

TEACH will provide vital exemplars of individualized, integrative, humanistic education for children from three through eight, a type of educational situation of particular benefit and suitability for children with special needs, as well as for other learners. Creativity and affective learning will be stressed no less than the Piaget-oriented experiments designed to promote active cognitive development on the part of every child. As children learn in open education situations, so, too, will teachers be encouraged to design their own approaches toward working optimally with children, all children, within the broad concept of the individualized approach.

It is possible that fifty or more Massachusetts school districts may become involved through their teachers in the TEACH project. Since the demonstration centers would be located along an axis from Salem to Fitchburg, to North Adams, including Pittsfield in its orbit, numerous representatives of neighboring school systems would be invited to take part. This description of the projected TEACH program points to the possibility that thousands of children, including children with special needs, may feel the influence of TEACH in their lives in their moral, spiritual, esthetic, emotional, cognitive, motoric development. As for the precise number of pupils to be thus affected by TEACH as innovative teacher teacher education, the following statement including statistics of children in school systems participating in establishing the TEACH consorium can only give an estimation of the numbers of children who may over a period of time be affected by TEACH.

Salem 7,061	Fitchburg 7,431
Marblehead 4,453	North Adams 3,301
Peabody 11,217	Pittsfield 12,178

Total 45,641

Project TEACH will utilize services of Early Childhood Education faculty at each of the State Colleges involved: North Shore, Salem

State College, Central Massachusetts, Fitchburg State College, and Western Massachusetts, North Adams State College. Other State Colleges and Community Colleges may be encouraged to take part in activities of benefit to local school districts. Courses for paraprofessionals, (aides, for parents, and for high school students preparing to be teacher aides), related to the TEACH program might be provided through the nearest Community College, in terms responsive to the needs of the particular group. Credit for undergraduate and graduate work may be earned in the TEACH workshops out of any one of the three centers of the consortium; it may be possible for paraprofessionals to apply on an individual basis for acceptance of sub-degree credits earned in TEACH workshops.

Summary. TEACH will embody values and directional goals delineated in recent calls for action in the field of Education in Massachusetts. First is the call for stimulating processes of preservice and inservice teacher education as a means of generating solutions to current pressing problems in classroom teaching and learning; the urgent drive to unite the strengths of the State Colleges and the local School Systems in providing for professional growth of teachers and in providing means of making professional preparation relevant to current educational situations; the promotion of comparative method of studying educational strategies as one approach to objective self-evaluation for individual teachers, and for schools, and for school systems; and, finally, the search at all levels of the teaching profession to discover motivational strategies capable of drawing every child and, particularly, the child with special needs (CH 766) into the learning circle optimal for him. At least in part, these calls for action in Massachusetts Education can be implemented through the TEACHER EDUCATION ADVISORY FOR EARLY CHILDHOOD (TEACH).

TITLE III, ESEA, SECTION 306 **Project Proposal: TEACH**

A. Professional and Community Involvement in Planning for TEACH

1. Members of the Salem Public School Administration staff and other Public School administrative staff members have indicated needs to be met in establishing in-service education services for teachers in order to establish an exemplar of humanistic, developmental education to meet the needs of children in early education.

2. Specialists in Early Childhood Education from three State Colleges at Salem, Fitchburg, and North Adams have met over a period of several months to outline the possibilities of such teacher education offerings as might meet the needs indicated by Public School Administrators.

3. Dr. Mary A. Procopio, Coordinator of Early Childhood Education at Salem State College contacted Mr. Norman B. Roper, Chief Schools Officer of the Bradford Metropolitan District Council of Bradford, England to request tentatively, (awaiting the possibility of funding) an exchange of Bradford and Massachusetts Teachers to facilitate the realization of the goals of the TEACH proposed project. Mr. Roper, after presenting the problem to his Schools Council, wrote that it would be possible for such an exchange for a period of six to eight weeks in the spring term of the school year, 1975 - 1976.

4. Without direct reference to the TEACH planning then in action, parents of children in the Salem Public Schools petitioned the Salem School Committee to establish alternative public education of the open school type for their children. The pre-service education of beginning teachers at each of the area State Colleges already provided for the operational professional skills needed for teacher involvement in open education, but could be strengthened through greater involvement in performance-based teacher education. The proposed TEACH project would be a very direct approach to teacher prepararation for open education during the 1975-76 school year. Community groups in other sections of the TEACH area had also publicly requested involvement in open education, apparently seeking more emphasis upon humanistic, individualized, integrative education of children.

5. The Merrimack Education Center of Chelmsford which regularly is involved in serving the needs of twenty-two school districts in the Central area of the TEACH proposal and over a period of years has affiliated with Fitchburg State College in fulfilling its commitments in the area, offered to promote the operation of TEACH if the project is established.

6. The TEACH planning committee included plans to establish community programs and input in ongoing planning of the TEACH project once established.

C. Target Dates for One-Year Operation of TEACH

1. Summer Period of 1973-74 School Year

Planning for the 1975-76 School Year Operation of TEACH,
involving Public School Administrative and Supervisory Staff,
Teaching Personnel as total-school staff,
in teaching teams, or
as individuals
Specialists in Curriculum Areas and
in areas related to serving the
Child with Special Needs (CH 766), e.g. :
Psychologists, School Social Workers,
Special Class or Resource Class Teachers
Speech and Language Specialists, etc.
involving State College Faculty in the field of Early Childhood Education
and related disciplines, such as:
Nursing Education,
Psychology,
Social Welfare, and
Bi-Lingual Education
involving Community and Parents' groups interested in TEACH, and
Community and Parents' groups interested in the
individualization of teaching and learning for
All Children and for
Children with Special Needs, e.g.
North Shore Council for Children

2. First Half of School Year, 1975-76, Project TEACH in Operation

Starting in September, 1975, the following activities will be iniated:

a. Operation of Demonstration Centers in each involved community to begin organization with the help of State College Faculty and State College Student Teachers and Apprentices, working within the requests of the school, of the integrative, individualized approach to teaching and learning for young children. In the North Shore Area, the following schools would serve as Demonstration Centers:
Salem: Horace Mann School; and House of the Seven Gables Nursery School
Marblehead: Glover Primary Unit
Peabody: Welch School
(Each geographical area of TEACH will establish its own Demonstration Centers.)

b. Initiation of TEACH Workshops in each geographical area
This first workshop operation would seek to accomplish three main goals:
1. Introduction of study of all exemplars of major note in the United States, especially those funded by Government support, including the EDC Model of Interest in TEACH

2. Preparation by participants of teaching modules for use by all personnel involved in gradually establishing features of the open concept of education

3. Preparation of plans and materials for learning centers for young children in Early Education as bridges to help in moving gradually toward the open concept of education

3. Second Half of School Year, 1975-76, Project TEACH in Operation

Starting in January, 1976, the following activities will be initiated:

a. Continuation of Use of Demonstration Centers for increasing, but gradual introduction of features of the open concept of education already planned in modules during the first of TEACH operation

b. Organization of second TEACH Workshop for accomplishment of the following three main goals:

1. In the first month of operation to evaluate and submit for interactive application the Teaching-Learning Modules prepared for use in the TEACH Workshop. This would have to be a selective process in that many more modules would have been prepared than could be used in one year's operation of the Demonstration Centers. (All participants as teams or as individuals would be at liberty and encouraged to apply other selection of modules in their own schools, under TEACH Advisory.) Flexible plans for implementation via modules would be available for the use of pre-service, in-service participants, and for the use of supervisory personnel.

2. During the contiguous period of six to eight weeks, after the first month of planning, the Demonstration Centers would be augmented in staff by the arrival of the five visiting Bradford Primary Teachers from Bradford, England. (Each TEACH area at Salem, Fitchburg, and North Adams will have its own group of five British Teachers for six to eight weeks; it may be possible for area inter-exchange of the British visitors, if this is thought advisable.) At this time the Teacher-Cadre of Massachusetts Teachers would have arrived on the Bradford scene for their introduction to the established integrated-day curriculum in action; after their experience in England, they may help to introduce selected procedures through the services of TEACH.

3. During the final weeks of the TEACH Workshop, the procedure will be one of evaluation of the total experience and, in particular, evaluation of the success of the integrative, individualized curriculum with respect to the progress of children with everyday needs and children with special needs; teacher success via performance-based criteria will also be examined objectively.

Title III, ESEA, Section 306 Proposed Project: TEACH

TEACHER EDUCATION ADVISORY FOR EARLY CHILDHOOD (TEACH)

B.

N. B.: This page serves to indicate the organization of the pages to follow. Without repeating the labels given here, each of the pages with similar setup will carry the import of the arrangement of the layout given here.

.....

PARTICIPANT IN THE PROJECT TEACH

(Teacher, with the term used generically to mean the classroom teacher and other staff members who work with the child directly or indirectly to promote his progress in any way, e.g., specialists in the curriculum areas, principal, etc.; Preservice Teacher or Student Teacher is included in the pages devoted to the Teacher, referring to the inservice teacher, although it is expected that the preservice teacher will be given support in terms of needs of a beginning professional.

Pupil refers to the child as a learner as he will enter the TEACH project in any school involved; children between the ages of three through 8 constitute the expected, but not exclusive, population agewise. Pupil refers to all children, those with special needs and those who have less observable needs; each child will be accepted in terms of his developmental and maturational stages and their consequent demands in the teaching-learning situation.)

PRINCIPAL OBJECTIVE:

RELATED/SUBORDINATE GOALS:	FACILITATING TEACH ACTIVITIES (including T-L Processes, Materials, etc.)
(In keeping with the philosophy and mode of operation of TEACH, all objectives will be given in competency-toward-mastery terms.)	

Title III, ESEA, Section 306 — Project Proposal: TEACH

T E A C H E R

The TEACHER becomes thoroughly conversant with a range of exemplars of Early Education.

Understands features of both humanistic and behavioristic models of Early Childhood Education.	Visits ECE centers based upon varied of theories. Views films of various centers in operation, eg.g., Bereiter-Engelman; EDC, Montessori. Reads widely on curriculum models, particularly of recent and currently government-funded projects, eg.g, Ashland Early Childhood Center.
Through research of origins of programs for children, compares theories of philosophy, psychology, child development and maturation, and language development inherent in the various exemplars.	Participate in discussions regarding contributions of educators, philosophers, psychologists, teachers, researchers to the development of theories of Early childhood Education. (See ECE Bibliography in the Handbood for the Training Instructor, PREPARING KINDERGARTEN TEACHER AIDES by M.A. Procopio, 1972, North Shore Regional Teacher Aide Program, North Shore Community College.)
Becomes familiar with advantages and disadvantages of practices of organization and interpersonal relationships in ECE programs of a wide variety: tutorial practices; teaming of teachers; grouping of children; multi-age and vertical	Invite to TEACH different school staff members who have, as a team, or as individuals experienced a particular process of interpersonal relationships. Seek answers to questions of WHY one or another system suited a particular program or groupp of persons. Strive to determine comparative outcomes of these Teaching-Learning (T-L) situations.
Reads widely in order to be able to distinguish underlying reasons for establishing certain lines of action in particular systems of ECE, especially as affected by significant leaders in interrelated fields.	Research and share ideas in informal and formal discussions related to leaders in interdisciplinary fields which influence ECE program developments: e.g., Piaget, Bruner, Isaacs, Montessori, Dewey, Skinner, Bernstein, Cazden, Britton, Carroll, Bronfenbrenner.

Title III, ESEA, Section 306 — Project Proposal: TEACH

T E A C H E R

The TEACHER becomes thoroughly conversant with the operation of British informal ECE.

Reads, compares, and contrasts operational designs of various models of open education in ECE in order to be able to recognize the characteristic features of British informal nursery, infant, and first school individualized education of young children 3 through 8 years of age.	Helps members of TEACH Workshop to construct CONTINUUM OF ECE CURRICULUM PRACTICES to show historical development and current developments in individualized, integrative, open education for young children -- including in elaborate continuum means of indicating expected effects upon the child's behavior, e.g., Will Model X have an effect upon the child of demanding conformity in thinking and actions, or not?
Recognizes features of BIS* functioning intuitively (Marion Blank's NYC Ford Foundation Program for children with special needs), or in planned application (David Weikart's Ypsilanti Program for economically disadvantaged children).	Cooperatively organize manageable practices within integrative, open education for long-range activity of preparing module to systematize thinking of the whole T-L situation in terms of its significant parts. Begin long-range, cooperative construction of modules to be used by teachers of young children, including classroom teachers, specialists, student teachers, apprentices, and paraprofessionals.
Applies theoretical understanding of BIS with its possible implementation in a varied of ways in American ECE in planning for own application in T-L situations for children with special needs and other children of class.	Initiate plans for gradual, at first, partial use of modules in own teaching situation. Use this process as means of testing out validity of module for use by others. Return to TEACH Workshop with suggestions for changes and innovations in the use of the particular module. Continue this "chain reaction process" throughout TEAM year and after-effect year of 1975-76.

* British Infant School, used her to indicate the basis model of education in England for young children 3 through 8 or 9 in the schools known as informal or integrated-day.

Title III, ESEA, Section 603 — Project Proposal: TEACH

CHILD AS PUPIL -- TEACHER AS LEARNER

Planning T-L Modules, Planning Interactive T-L Activities for Actual Use, Facilitating Learning Processes of The Pupil, Evaluating Self and Others as Teachers, Assessing Developmental Growth and Learning of Pupil in Particular T-L Situation, The Teacher Learns.

Strives to know each child as a person and as a learner.	Contacts parents for information and for friendship over child; uses school sources; and becomes familiar with child's culture or sub-culture if different from group.
Designs T-L modules to meet needs of individuals in school situation, at once applicable for individual or for small group teaching.	Working particularly on language as a common need of developmental nature, build modules to point to particular points for investigation. Seek specialists' help in this and other areas as needed.
Organizes T-L situation so that the responsive environment draws each child into the learning circle without self-consciousness or fear, but with real enjoyment.	Prepare a child-learning environment which is at once stimulating for the child and indicative of teacher's interests and personality, (since learning is a personal process, so, too, must teaching be); include teacher-made, commercially prepared, and children's own contributions to the environment. Arrange both intimate and open areas for different activities.
Observes, jots notes on individuals in process of learning for future reference, joins child in learning situation at the "teachable moment, encourages formation of learning groups of children which this is called for, encourages child over difficulties, rejoices with child in new learning, helps child who needs help to learn more or better in order to go on.	Makes theory of child development come alive in the interpersonnel relationships among children and between individuals and teacher. Provide opportunities to use Piaget-oriented T-L learning materials (Lavatelli's ECE Curriculum, Uni. of Illinois) in order to structure Piaget-like experiments with children as possible means of discovering more about individual's stage of cognitive development. Provide opportunities for continuous use of all kinds of materials conducive to child's use of skills of categorization, number, spatial relations, measurements, language in relation to variation and other life situations. Provide lively feedback to children in positive ways to promote sustained motivation in learning.
Uses video-taping to help search out needs and growth of self and pupil(s).	Seek ways of becoming a teacher who is objective about self progress, but always subjectively oriented to the young child as a person. Involve children in activities in the community, drawing parents and others into the work of the school, since children and learning is everyones concern, (Bronfenbrenner).

III. B.
Formative and Summative

EVALUATION

Forms of Evaluation to be Applied in TEACH

1. Performance records, maintained by both learner and staff members.

2. Team evaluation, within groups cooperating on a teaching-learning problems among teachers or pupils. Instruments will be developed as appropriate.

3. Check lists of necessary process goals as accomplished, e.g. writing and using anecdotal records in pacing own or others progress.

4. Videotaping as aid to discussion of particular growth pattern.

5. Conferences -- one-to-one, group, as needed in relation to ongoing work.

6. Development and application of guides by small groups within TEACH, e.g., guide for writing modules to be applied in guaging mastery of technique.

7. Self-pacing with aid of conferences, application of modules with checking of accomplishment of phase of work with learning partner in TEACH.

8. Self-evaluation within classroom situation away from TEACH center, with consequent follow-up in TEACH Workshop or demonstration center, using short term modules.

9. Try-out of TEACH Modules in various phases of open education, humanistic individualized instruction, development of T-L environmental settings, judging the outcomes of one-to-one, small group, or other prescriptive procedures for a particular learner -- teacher, student teacher, or child.

10. Using standardized assessment in cases where such is suitable and helpful.

11. Observing specialist work with child in order to learn specific techniques; with follow-up application under observation for further refinement.

12. External evaluation by professionals and lay community members to determine degree of input by people most concerned: the child, the teacher, the parent, the specialist, the taxpayer, etc., in order to get objective view of total project TEACH in meeting children's needs.

FINAL EVALUATION: In addition to the types of evaluation and others which become pertinent enroute in the project, TEACH would compile material to benefit others in Early Childhood Education, including modules to make organically structures, individualized, integrative, open education feasible as a means of serving all children optimally.

D. Staff Proposed for Project TEACH

(The listing below is suggestive only, beyond information given in #1.)

1. Members of the Faculties of the Massachusetts State Colleges given below, in particular those engaged in Early Childhood Education and specific curriculum fields:
   Salem State College
   Fitchburg State College
   North Adams State College

2. Fifteen British Teachers from the Bradford, England, Metropolitan District Council, Directorate of Educational Services
   These experienced Nursery, Infant, and First School Teachers will be placed so that their staff services will be available in school demonstration centers and in workshop circuits for the three TEACH centers of the Commonwealth where the TEACH project will engage school systems, teams of teachers, and/or individual teachers interested in becoming proficient in operating individualized education organized in the humanistic tradition:
   Five British teachers will operate out of the Salem center
   Five will operate out of the Fitchburg center
   Five will operate out of the North Adams center
   (Whether or not the assignments to different centers will change depends upon the decisions made during the functioning of the TEACH Project.)

3. Specific Staffing Proposed WITHOUT Specific COMMITMENT in any Case
(Staffing as given below would have to be approved or charged by the tri-center committee of public school officials and professional educators, working with recognition of public concerns in education.)

Coordinator - parttime -- Dr. Nancy Harrington, Principal, Horace Mann Laboratory School, Salem State College

Graduate Assistant for Communication, Dissemination of TEACH Developments

Clerk, (one at each TEACH center)

4. Additional Consultants and Services which may be engaged to project the goals of TEACH:

Joseph Featherstone, Harvard Graduate School of Education
David and Rosemary Armington, formerly of EDC
Margaret Wilmot, Kindergarten-Primary Teacher in the Manchester, Massachusetts, Public Schools and parttime member of University of Colorado School of Education staff, originally an Infant School Teacher, England
Allan Leitman, Director, Advisory for Open Education, Cambridge, Massachusetts

OMB NO. 80-R0186

APPLICATION FOR FEDERAL ASSISTANCE
(NONCONSTRUCTION PROGRAMS)
PART I

1. STATE CLEARINGHOUSE IDENTIFIER
State Clearinghouse State Office-Boston

2. APPLICANT'S APPLICATION NUMBER
258

3. FEDERAL GRANTOR AGENCY
U.S. Office of Education (ESEA, Title III, Section 306)

ORGANIZATIONAL UNIT
Application Control Center

ADMINISTRATIVE OFFICE
400 Maryland Avenue, SW

STREET ADDRESS - P.O. BOX

CITY	STATE	ZIP CODE
Washington	D.C.	20202

4. APPLICANT NAME
Salem School Department

DEPARTMENT DIVISION
Elementary Education

STREET ADDRESS - P.O. BOX
1 Broad Street

CITY	COUNTY	STATE	ZIP CODE
Salem	Essex	Mass.	01970

5. DESCRIPTIVE NAME OF THE PROJECT
Axletree Advisory in Early Integrative Education

6. FEDERAL CATALOG NUMBER
13.516

7. FEDERAL FUNDING REQUESTED
$

8. GRANTEE TYPE
V STATE, ____ COUNTY, ____ CITY, ____ OTHER (Specify)

9. TYPE OF APPLICATION OR REQUEST
V NEW GRANT, ____ CONTINUATION, ____ SUPPLEMENT, ____ OTHER CHANGES (Specify)

10. TYPE OF ASSISTANCE
V GRANT, ____ LOAN, ____ OTHER (Specify)

11. POPULATION DIRECTLY BENEFITING FROM THE PROJECT
Nursery-3 yrs. of age from each of the Congressional Districts

12. CONGRESSIONAL DISTRICT
Salem - 6th
a. Fitchburg - 4th
b. No. Adams - 1st.
Pittsfield - 1st.

13. LENGTH OF PROJECT
12 months

14. BEGINNING DATE
July 1, 1974

15. DATE OF APPLICATION
April 5, 1974

16. THE APPLICANT CERTIFIES THAT TO THE BEST OF HIS KNOWLEDGE AND BELIEF THE DATA IN THIS APPLICATION ARE TRUE AND CORRECT, AND THAT HE WILL COMPLY WITH THE ATTACHED ASSURANCES IF HE RECEIVES THE GRANT.

TYPED NAME	TITLE	TELEPHONE NUMBER		
		AREA CODE	NUMBER	EXTENSION
Dr. Lawrence F. McConnell	Supt. of Schools	617	744-0441	5

SIGNATURE OF AUTHORIZED REPRESENTATIVE
Lawrence F. McConnell

For Federal Use Only

HEW 608T

OMB NO. 80-R0186

PART II
PROJECT APPROVAL INFORMATION

ITEM 1.
Does this assistance request require State, local, regional, or other priority rating?

Name of Governing Body: Mass. Dept. of Ed.
Priority Rating: ESEA Title III - Office

[V] Yes [ ] No

ITEM 2.
Does this assistance request require State, or local advisory, educational or health clearances?

Name of Agency or Board: _____

[V] Yes [ ] No (Attach Documentation)

ITEM 3.
Does this assistance request require clearinghouse review in accordance with OMB Circular A-95?

(Attach Comments)

[V] Yes [ ] No

ITEM 4
Does this assistance request require State, local, regional, or other planning approval?

Name of Approving Agency: Mass. Dept. of Ed. ESEA-Title III - Office
Date: 4/11/74

[V] Yes [ ] No

ITEM 5
Is the proposed project covered by an approved comprehensive plan?

Check one:
[ ] State
[ ] Local
[ ] Regional

[ ] Yes [V] No Location of Plan: _____

ITEM 6
Will the assistance requested serve a Federal installation?

Name of Federal Installation: _____
Federal Population benefiting from Project: _____

[ ] Yes [V] No

ITEM 7
Will the assistance requested be on Federal land or installation?

Name of Federal Installation: _____
Location of Federal Land: _____
Percent of Project: _____

[ ] Yes [V] No

ITEM 8
Will the assistance requested have an impact or effect on the environment?

See instructions for additional information to be provided.

[ ] Yes [V] No

ITEM 9
Will the assistance requested cause the displacement of individuals, families, businesses, or farms?

Number of:
Individuals: _____
Families: _____
Businesses: _____
Farms: _____

[ ] Yes [V] No

ITEM 10
Is there other related assistance on this project previous, pending, or anticipated?

See instructions for additional information to be provided.

[ ] Yes [V] No

HEW 6081

BUDGET CATEGORIES

6a. Salaries

Coordinator	5000	
3 graduate assistants @ 2000	6000	
3 part-time secretaries-clerks @ 1000	3000	
15 British teachers @ 1000	15000	
3 workshop directors, giving 2 workshops at each center @ 1700	5100	34,100

6b. ------

6c. Travel

15 British teachers, round trip from England to USA by air @ 400	6000	
15 American teachers, round trip from USA to England @ 400	6000	
Coordinator travel to centers	800	12,800

6d. Tangible (S.C. personal) property

9 Lavatelli Early Childhood Curricula @ 325	2925	
		2,925

6e. Materials and Supplies 3000 3,000

6f.--------

6g. -------

6h. Other direct costs

4 Consultants, 3 visits each @ 100	1200	
15 British teachers living expenses, 30. a week for 6 weeks	2700	3,900

6i. Salaries 34,100; Travel, 12,800; Personal Property, 2,925 Materials and Supplies, 3,000; Other direct costs, 3,900. Total 56,725

6j. Indirect cost; 3,275

6k. Total of 6i and 6j; 60,000.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
OMB NO. 51-R1012

ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE III, SECTION 306
SUPPLEMENTARY QUESTIONNAIRE

HANDICAPPED PROJECT PARTICIPATION

IN PART I, COUNT THE MULTIHANDICAPPED IN THE BODY OF THE TABLE ONLY ONCE BY PRIMARY HANDICAPPING CONDITION. NOTE THAT THESE COUNTS OF MULTIHANDICAPPED ARE ALSO TO BE GIVEN ON A SEPARATE LINE BELOW THE "TOTAL."

PART I - NUMBER OF CHILDREN SERVED BY HANDICAPPING CONDITION

TYPE OF HANDICAP	NUMBER OF HANDICAPPED CHILDREN TO BE SERVED BY AGE			
	AGES 3-5	AGES 6-9	AGES 10-12	AGES 13-18
1. TRAINABLE MENTALLY RETARDED				
2. EDUCABLE MENTALLY RETARDED				
3. SPECIFIC LEARNING DISABILITIES				
4. DEAF-BLIND				
5. DEAF/HARD OF HEARING				
6. VISUALLY HANDICAPPED				
7. SERIOUSLY EMOTIONALLY DISTURBED				
8. SPEECH IMPAIRED				
9. OTHER HEALTH IMPAIRED				
10. CRIPPLED				
11. *TOTAL (sum of Lines 1 through 10)*				
12. OF THE ABOVE TOTAL, GIVE THE NUMBER OF MULTIHANDICAPPED				

OE FORM 208, 1/74

PART II - TOTAL PROGRAM STAFF FOR HANDICAPPED *(Component or Total Project)*

POSITION CATEGORY	POSITIONS ASSIGNED TO PROJECT			
	NUMBER FULL-TIME	PART-TIME		TOTAL FULL-TIME EQUIVALENT *(columns 2 plus 4)*
		NUMBER	FULL-TIME EQUIVALENT	
1	2	3	4	5
a. ADMINISTRATION/SUPERVISION				
b. TEACHERS				
(1) TRAINABLE MENTALLY RETARDED				
(2) EDUCABLE MENTALLY RETARDED				
(3) SPECIFIC LEARNING DISABILITIES				
(4) DEAF-BLIND				
(5) DEAF-HARD OF HEARING				
(6) VISUALLY HANDICAPPED				
(7) SERIOUSLY EMOTIONALLY DISTURBED				
(8) SPEECH IMPAIRED				
(9) OTHER HEALTH IMPAIRED				
(10) CRIPPLED				
c. SPECIALISTS				
d. PUPIL PERSONNEL WORKERS				
e. EVALUATORS				
f. TEACHER ASSISTANTS, TEACHER AIDES				
g. CLERICAL PERSONNEL				
h. COMMUNITY LIAISON PERSONNEL				
i. ALL OTHER PERSONNEL				

ASSURANCE OF COMPLIANCE WITH THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE REGULATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

Salem School Department (hereinafter called the "Applicant")
(Name of Applicant)

HEREBY AGREES THAT it will comply with title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulation of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to that title, to the end that, in accordance with title VI of that Act and the Regulation, no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the Applicant receives Federal financial assistance from the Department; and HEREBY GIVES ASSURANCE THAT it will immediately take any measures necessary to effectuate this agreement.

If any real property or structure thereon is provided or improved with the aid of Federal financial assistance extended to the Applicant by the Department, this assurance shall obligate the Applicant, or in the case of any transfer of such property, any transferee, for the period during which the real property or structure is used for a purpose for which the Federal financial assistance is extended or for another purpose involving the provision of similar services or benefits. If any personal property is so provided, this assurance shall obligate the Applicant for the period during which it retains ownership or possession of the property. In all other cases, this assurance shall obligate the Applicant for the period during which the Federal financial assistance is extended to it by the Department.

THIS ASSURANCE is given in consideration of and for the purpose of obtaining any and all Federal grants, loans, contracts, property, discounts or other Federal financial assistance extended after the date hereof to the Applicant by the Department, including installment payments after such date on account of applications for Federal financial assistance which were approved before such date. The Applicant recognizes and agrees that such Federal financial assistance will be extended in reliance on the representations and agreements made in this assurance, and that the United States shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the Applicant, its successors, transferees, and assignees, and the person or persons whose signatures appear below are authorized to sign this assurance on behalf of the Applicant.

Dated Sept 11, 1964

Salem School Department
(Applicant)

By _____
(President, Chairman of Board, or comparable authorized official)

1 Broad Street

Salem, Mass. 01970
(Applicant's mailing address)

HEW-441
(12-64)

OMB NO. 80-R0166

PART III - BUDGET INFORMATION

SECTION A - BUDGET SUMMARY

GRANT PROGRAM, FUNCTION OR ACTIVITY (a)	FEDERAL CATALOG NO. (b)	ESTIMATED UNOBLIGATED FUNDS		NEW OR REVISED BUDGET		
		FEDERAL (c)	NON-FEDERAL (d)	FEDERAL (e)	NON-FEDERAL (f)	TOTAL (g)
1. Handicapped	13.516	$	$	$	$	$
2. All other	13.516					
3.						
4.						
5. TOTALS		$	$	$ 60,000.	$	$ 60,000

SECTION B - BUDGET CATEGORIES

6. OBJECT CLASS CATEGORIES	GRANT PROGRAM, FUNCTION OR ACTIVITY (1)	(2)	(3)	(4)	TOTAL (5)
a. PERSONNEL	$ 34,100	$	$	$	$ 34,100
b. FRINGE BENEFITS					
c. TRAVEL	12,800				12,800
d. EQUIPMENT	2,925				2,925
e. SUPPLIES	3,000				3,000
f. CONTRACTUAL					
g. CONSTRUCTION					
h. OTHER	3,900				3,900
i. TOTAL DIRECT CHARGES	56,725				56,725
j. INDIRECT CHARGES	3,275				3,275
k. TOTALS	$ 60,000	$	$	$	$ 60,000

130

129

123

OMB NO. 80-R0186

SECTION C - NON-FEDERAL RESOURCES

(a) GRANT PROGRAM	(b) APPLICANT	(c) STATE	(d) OTHER SOURCES	(e) TOTALS
8.	$	$	$	$
9.				
10.				
11.				
12. TOTALS	$	$	$	$

SECTION D - FORECASTED CASH NEEDS

	TOTAL FOR 1ST YEAR	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER
13. FEDERAL	$ 60,000	$ 30,000	$ 10,000	$ 10,000	$ 10,000
14. NON-FEDERAL					
15. TOTALS	$	$	$	$	$

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

(a) GRANT PROGRAM	FUTURE FUNDING PERIODS (YEARS)			
	(b) FIRST	(c) SECOND	(d) THIRD	(e) FOURTH
ESEA TITLE III, 108	60,000	60,000	60,000	60,000
20. TOTALS	$ 60,000	$ 60,000	$ 60,000	$ 60,000

SECTION F - OTHER BUDGET INFORMATION (attach additional sheets if necessary)

21. DIRECT CHARGES:

22. INDIRECT CHARGES: Please See Attached Sheet

23. REMARKS:

132

FORM APPROVED
OMB NO. 68-R1143

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

IDENTIFICATION NUMBER (If known)

PROTECTION OF HUMAN SUBJECTS CERTIFICATION

☐ Contract ☑ New
☑ Grant ☐ Renewal
☐ Fellowship ☐ Continuation

STATEMENT OF POLICY: Safeguarding the rights and welfare of human subjects involved in activities supported by grants or contracts from the DHEW is the responsibility of the institution which receives or is accountable to the DHEW for the funds awarded for the support of the activity. In order to provide for the adequate discharge of this institutional responsibility, it is the policy of the Department that no grant or contract for an activity involving human subjects shall be made unless the application for such support has been reviewed and approved by an appropriate institutional committee. (Reference: "Institutional Guide to DHEW Policy on the Protection of Human Subjects.")

1. TITLE OF PROPOSAL

Axletree Advisory in Early Integrative Education

2. PROJECT DIRECTOR, PROGRAM DIRECTOR, FELLOW

POSITION TITLE

3. INSTITUTIONAL COMPONENT OR DEPARTMENT

4. CHECK ONE OF THE FOLLOWING STATEMENTS AS APPLICABLE

☐ A. This application does not propose any activities that would involve human beings who might be considered subjects, human material, or personal data from primary or secondary sources.

☐ B. This is to CERTIFY that this application which does propose activities involving human subjects has been reviewed and approved by our institutional committee on the date of in accordance with the DHEW policy and the institutional assurance on file with the DHEW. (The review date should be recent; certification is invalid if review date would precede award date by more than one year.)

☐ C. This is to CERTIFY that this application which proposes to involve human subjects is pending review on the date of in accordance with the DHEW policy and the institutional assurance on file with the DHEW. If the committee does not review and approve the proposal by or on the date certified, the agency office requesting this certification will be notified immediately by telephone, telegraph, or mail. (Review date should precede requested or planned date of award by at least one month whenever possible.)

☐ D. This application proposes to involve human subjects. This institution does not now have an active assurance on file with the DHEW. I understand that information on the assurance procedure will be received should the application become eligible for an award.

5. SIGNATURE OF INSTITUTIONAL OFFICIAL AUTHORIZED TO SIGN PROPOSALS

DATE

April 5, 1974

6. TITLE

Superintendent of Schools

TELEPHONE NO. (Include Area Code)

617-744-0441

7. NAME AND ADDRESS OF INSTITUTION (Number, street, city, state, ZIP code)

Salem School Department, School Administration Building,
1 Broad Street, Salem, Mass. 01970

NOTE TO AGENCY: This form should NOT be included with application forms that have provision for human subject certification. It may be used to request certification, or correction of certification.

HEW 596 (Formerly NIH 1611)
8-72

GSA DC 74-7793

ENCLOSE THIS FORM WITH THE PROPOSAL OR RETURN IT TO THE AGENCY REQUESTING ITS COMPLETION

APPENDIX B

PLAYER'S PACKET

ALTERNATIVE SCHOOLS PLANNING SIMULATION

ALTERNATIVE SCHOOL PLANNING SIMULATION

Game Description

What is Simulation?

A simulation is a modeling of a real-world process through which the participant can get a bird's-eye view of a situation which he will enter. It allows the participant to face issues and gain an understanding of that process before actually experiencing it. Simulations are used in many segments of our society, from simulation of the lunar landing to train prospective astronauts, to simulation of city growth patterns to give city planners glimpses of future needs, to classroom simulation of situations being considered in the academic program.

What is the Alternative School Planning Simulation?

The Alternative School Planning Simulation puts you through the initial process of planning an alternative school. It creates a hypothetical setting in which you face a number of basic issues which are important to alternative school planners. By participating in this exercise, we hope that you will further clarify your movement towards alternative schooling and that some of your questions will be answered in ways that have application to your setting. You should expect to interact with each other, have fun, and produce some good ideas which will be useful to you.

What do I need to know to participate?

You need no previous experience in planning or operating alternative schools in order to participate in this simulation, although any thinking, reading, or activity in the area should help. This is an exploratory exercise which is designed for people who are either beginning to plan an alternative school, considering the idea, or would like to consolidate or explore thoughts or plans already made. As the simulation progresses, the Director will give you all necessary materials or directions.

I. Simulation Procedures.

The simulation will be divided into four sections, outlined below. The simulation format will proceed according to the schedule which this outline indicates. *There will be only one break during the exercise. If you must leave for a few minutes, please do so in such a way that planning can continue in your absence.* Please adhere carefully to the schedule sine it alone determines the overall coordination of activities. Your Simulation Director will be glad to help you with any procedural difficulties, and he will be responsible for the overall operation of the exercise. He will not, however, take an active role in your deliberation.

II. Schedule.

A. Total Planning Committee Meeting. The entire group will meet and receive orientation to the exercise from the Simulation Director TIME: 20 Min.

B. Task Force Meeting. The Director will divide the Committee into Task Force subcommittees for work on the first set of planning issues in the exercise. The subcommittees will select a leader, deliberate on the issues, and be prepared to report to the total Planning Committee. TIME: 60 Min.

C. BREAK

D. Total Planning Committee Meeting. Each Task Force will report on results of planning. There will be a discussion on each issue if time permits. TIME: 30 Min.

E. Simulation Analysis. A discussion of the results of the exercise and their application to your setting will be conducted by the Simulation Director. TIME: 30 Min.

III. In order to facilitate discussion and decision making during the simulation, we suggest that you consider the following guidelines:

A. When working in your Task Force, your goal should be consensus on each item being considered. This will encourage interaction and discussion.

However, if you get slowed down on one item, the leader can call for a vote or push for a rapid decision.

B. The leader will have a crucial role in your deliberations. He will make the Task Force report, will record the decision or appoint someone to do so, and will be responsible for moving the group through the deliberations according to the schedule.

Scenario

In its recent Board of Education project to establish the city's educational priorities for the next decade, Diver City has identified the development of alternative modes of education for all elements of the community as a major emphasis. Spurred on by an active parent element in town led by Mrs. Lof T. Kuas, the Board has decided to act on the first phase of this commitment by the establishment of one alternative school serving approximately 160 students from your racially and socio-economically diverse city.

The setting in which you find yourself is the first meeting of the Diver City Alternative School Planning Committee. This committee, of which you are a member, was created by the Board one week ago last week.

The Planning Committee has been given complete charge of planning the alternative school--a policy in line with the Board philosophy encouraging relative autonomy amongst the alternative schools. Although there are areas of ambiguity in your authority to radically depart from the traditional norms prevalent in Diver City schools, the Committee is taking a firm stance. Your attitude has been to design the best educational environment possible within minimal constraints, and then deal with the constraints put on your school as its implementation draws near. The strong community support for the school and its solid endorsement from the Board of Education arising from the projected city priorities indicate that you can feel confident in the direction that you are taking.

The Committee consists of members of the business community, of parents, of the district administration, of school staff, and of students. It is a

diverse and highly opinionated group.

A wing of six rooms in a centrally located junior high school has been blocked off and made available to use as the alternative school building. There are no restrictions on the grade level or student population that the alternative school can serve. It should be noted that a proposal has been under consideration and discussion to have an education program which provides for pre-school through adult education, but a limitation of resources has prohibited its implementation.

Although the Finance Committee of the Board of Education has not given any specific commitments to the alternative school, you can expect some reasonably equitable arrangement to be made within the constraints of the generally tight money situation. Outside funding may serve as supplements to your budget. The Board of Education is interested to see if these possibilities are realized in the form of substantial input to the alternative school resources.

During this meeting, you will be considering a rough outline of the alternative school. The total educational program--philosophy, organization, curriculum, staffing, community relations, decision making, and student population--are in your hands.

Important Givens

1. The graduate of the alternative school will have an equitable (or better) chance for admissions to the next educational level, whatever that may be. Research has shown this to be true, for instance, for college admissions.

2. There is adequate planning and organizational time available before implementation of the Committee's plans and the opening of the school.

3. The alternative school is exempt from external regulations at this stage, although an evaluation process will be identified. There is little public opposition to the formation of the school at this stage.

4. Volunteerism is a key concept for the alternative school, especially in the decision of the student to enroll.

5. The alternative school should serve a diverse range of student needs or backgrounds (ethnic, racial, socio-economic) in the city.

STOP. DO NOT READ BEYOND THE NEXT PAGE UNTIL YOU GET FURTHER DIRECTIONS.

DIVER CITY ALTERNATIVE SCHOOL FLOOR PLAN

Planning Session

Your subcommittee will spend one hour considering the issues presented in the following pages. They are general items which are important to clarify as more specific plans are developed.

Spend one hour discussing and answering the following points. At the end of the hour, be prepared to give a report on the results of your deliberation.

1. Who will make the decisions for the school once it is operating?
   - _____ The community and parents.
   - _____ The professional staff.
   - _____ The students.
   - _____ The director and administration.
   - _____ Other.

2. What is the student population to be served by the alternative school?
   - _____ Pre-school through adult.
   - _____ K-12.
   - _____ Single grades indicate.
   - _____ Other.

2.a. How will the student population and composition be chosen for the school?
   - _____ Open lottery of applicants.
   - _____ Rigged lottery (to balance age, sex, ethnic groups, etc.)
   - _____ Referral system.
   - _____ Other.

3. How much time will each student be required to spend in learning or attendance?
   - _____ 6 hours per day.
   - _____ 30 hours per week.
   - _____ 6 months per year.
   - _____ None.
   - _____ Other.

4. How much time will the school building be in use each day?

_____ 4 hours.

_____ 6 hours.

_____ 8 hours.

_____ 12 hours.

_____ 24 hours.

5. Who decides what the student will learn?

_____ Professional educators.

_____ The learner.

_____ The learner's parents.

_____ A combination according to the following proporations (indicate proportions.)

_____ Other.

6. Which of the following groups teaches or is responsible for communication of the material referred to by Question Number 5., and in what percentage?

_____ % Professional educators.

_____ % Parents.

_____ % Learners.

_____ % State Curriculum Committee.

_____ % Other.

7. By whom is the learning evaluated?

_____ Parents.

_____ Educators alone.

_____ Learners alone.

_____ By educators and learners together.

_____ Other.

8. How do we know when the learner is finished?

_____ The learner decides.

_____ After a set number of years.

_____ After exposure to a certain amount of content.

_____ Upon successful passing of a standard examination.

_____ Other.

9. Where and for what percent of time does the education program take place?

_____ % In the school building.

_____ % In private homes.

_____ % Learning sites in the community.

_____ % Other.

10. How long should the program be allowed to run before a final decision is make as to whether or not to continue it? Explain the reasons for the time period you chose and the criteria that will be used when the decision is made.

_____ Before implementation.

_____ 6 monts.

_____ 3 years.

_____ Other.

Explain: _____

_____

_____

_____

_____

_____

_____

_____

_____

11. How will you select your staff?

_____ Volunteers from the district chosen by the director.

_____ Director hires from outside the district.

_____ Students and staff and parents screen candidates.

_____ Other (specify).

12. Mrs. Kaus has organized and offered a number of community-oriented resources which might be used in the alternative school. (See the following pages.) What should the Committee do with them?

13. Make a general statement of intent for the school and make a graphic description of it

Resource List

1. The YMCA offered to take forty children on day camp outings every Saturday provided the school can furnish a bus and driver.

2. A culinary club made up of local Puerto-Rican housewives has offered to provide experience in Spanish cooking.

3. The nearby facility of the State Department of Rehabilitation and Correction has offered to provide transportation for students who would like to participate in a visitation and tutoring program.

4. A local plastics manufacturing firm has offered use of a 20' x 20' room in its complex along with free scrap materials for use as a creative plastics workshop. Two college students have offered to run this workshop twenty hours per week, provided the school pays them each a rate of $2.50 per hour.

5. The nearby State University's School of Education has indicated they would provide a student intern and student teacher program which would make available to the school 30 half-time unexperienced teaching majors. They have noted that they believe this would be a worthwhile experiment for the School as well as the University.

6. The Diver City Department of Sanitation has offered the use of its facilities for conducted tour programs.

7. The Diver City Model Cities Program has provided a day-care facility to free up mothers to work on school and community development projects. They have asked if your committee can utilize this service.

8. The Diver City Chamber of Commerce has recently purchased a VW 9 passenger bus for a business and industry tour program. They have indicated that they would be willing to provide the bus with a driver two mornings each week to take children to manufacturing firms, business offices, and other

industries which are chamber members participating in the tour program.

9. The Diver City Association of Concerned Clergyment has offered to provide a curriculum unit on the subject "The Impact of Religion on American History." In their proposal, they have suggested that one of their members present that lecture on one day of each week in a 2-hour elective course.

10. A retired United Nations (UNICEF) executive who now has returned to Diver City (his home town) has offered to facilitate a pen-pal program through conducting a weekly chat on "The Children of Other Lands."

11. The Diver City Police Department has offered use of the policemen's classroom and use of its personnel to carry on a community public relations educational activity with the students of the alternative school. This could be either a day-time or evening program.

12. Cybernetics Incorporated, an out-of-town systems management firm, has offered to conduct an educational experiment in cooperation with the Diver City Alternative School. In this experiment, they would be testing new theories in teaching children the process of thinking; some of their subject areas are reflection, contemplation, meditation, memory retrieval, alternative thinking and critical thinking. The proposal indicates 50 children would be involved and Cybernetics would provide 10 staff members including teachers, researchers, and support staff.

13. A computer firm offers a computer terminal and consultant trainers, plus time-sharing opportunity within State University in exchange for free advertising.

14. A legitimate theatre offers apprenticeships as stage hands if the school district pays union dues. The training is in set handling and design, as well as lighting and electrical work. Long hours, especially weekends, are the rule.

Alternative School Planning Simulation
Page 11

Written and Graphic Description

APPENDIX C

Alternative School

Committee Assignments

Dear

Thank you for attending the orientation meeting of March 6, 1974. Since the establishment of committee assignments appear to be the next logical step in working towards achieving our objective, we ask you to indicate your choice of committee assignments.

	1st Choice	2nd Choice
I. Definition of Alternate Education		
II. Curriculum Development		
III. Staff Selection		
IV. Student Selection		

Area of particular interest you may have in alternate education:

Primary_____ Intermediate_____ Jr. High School_____

Kindly return this form to my office by Wednesday, March 13, 1974.

Joseph S. Salerno
Assistant Superintendent of Schools

April 9, 1974

Dear

Thank you for the interest you have expressed in helping to establish an Alternate School in Salem. We realize the inclement weather may have prevented your attending the April 9 meeting for parents and therefore are forwarding the attached survey form to you.

Should you desire to serve on any of the committees listed, please complete the form and return it to the Office of the Superintendent, 1 Broad Street, Salem, Mass. 01970 on or before April 17, 1974.

Sincerely,

Joseph S. Salerno
Asst. Superintendent of Schools

JSS/mem

Enc.

SALEM PUBLIC SCHOOLS

ADMINISTRATION BUILDING

1 BROAD STREET

SALEM, MASS. 01970

744-0441

LAWRENCE F. McCONNELL
SUPERINTENDENT OF SCHOOLS

JOSEPH S. SALERNO
ASST. SUPT. OF SCHOOLS

S. MICHAEL BACKRY
BUSINESS MANAGER

April 22, 1974

Thank you for your interest in Alternative Education. After analyzing the survey returns and assessing committee needs, you were assigned to that group of parents and teachers investigating Alternative Education at the Primary Grade Level. Other members of that committee include:

Parents:		
Definition	Curriculum Development	Staff and Student Selections
Mrs. Lundregan 744-2013	Mrs. Britel 744-3599	Mrs. Harden 745-7670
Mrs. Day 744-3751	Mrs. Weedon 744-8579	Mrs. Murray 745-6728
Mrs. Sablock 745-3236	Mrs. Tinti 744-2403	
Mrs. Getchell 745-6299	Mrs. Carson 745-1253	
Teachers:		
Dr. Harrington, Ch. -HMN	Mr. Walsh, Ch. -Carlton	Miss Corcoran, Ch.- Hawthorne
Marjorie Ives - Hawthorne	Carol Bratt - Art	Patricia Kohanski - HMN
Christina Bash - HMS	Pamela Morse-Spec. Ed.	Jean Bagley - HMN
Jerrold Rosen - HMS	Betty Rea-Spec. Ed.	Kathleen Sweeney- Bates
Dale Schwarz - Art	Patricia Welch - HMN	Phyllis Locke - Bates
Howard Eberhart - Salt.	Jane Moroney - HMS	
Frances Buckley - HMS	Anna V. Gough - Music	

Leaders of the respective groups will be contacting members shortly in order that work on committee assignments might commence as soon as possible.

Sincerely yours,

Joseph S. Salerno
Asst. Superintendent of Schools

JSS/mem

ALTERNATIVE SCHOOL
REGISTRATION FORM

May 28, 1974

The Salem School Department plans to initiate a primary Alternative School for children in grades kindergarten through three beginning in September. The school is envisioned as an adaptation of the British Informal Primary education model featuring a child-centered learning environment with an integrated, inquiry based curriculum. A specific site for accommodating the school will be announced in the near future. This facility will not be replacing any existing neighborhood school but is offered as an option. Attendance at the school will be voluntary and parents will be responsible for providing transportation for their children.

Parents interested in having their children attend the Alternate School should complete the attached form and return it to their neighborhood elementary school or to the Superintendent of Schools, School Administration Building, 1 Broad Street, Salem, Mass. 01970, on or before Friday, June 7, 1974.

Joseph S. Salerno
Asst. Superintendent of Schools

Name(s) of my child (children) whom I wish to enroll at the Alternate School are:

Name _____ age of child _____ present grade _____

Name of Parent _____

Address _____

Tel. # _____

Neighborhood school my child would normally attend is:
(Please check appropriate school)

_____ Bates	_____ Hawthorne	_____ Saltonstall
_____ Bentley	_____ Horace Mann North	_____ Witchcraft Heights
_____ Carlton	_____ Horace Mann South	_____ Sheridan
_____ Endicott	_____ Oliver	

SALEM PUBLIC SCHOOLS
ADMINISTRATION BUILDING
1 BROAD STREET
SALEM, MASS. 01970
744-0441

ALAN E. SCHAEFER
SUPERINTENDENT OF SCHOOLS

JOSEPH S. SALERNO
ASST. SUPT. OF SCHOOLS

S. MICHAEL BACKRY
BUSINESS MANAGER

May 29, 1974

Thank you for your participation in our Alternate School study. As you know, the Salem School Department hopes to introduce an operational primary Alternate School in September. In the weeks ahead, plans will be formulated to provide an in-service training program during the summer for those teachers who will comprise the faculty for the school. Although no specific dates for the workshop have been set, it is anticipated that these teachers will work for a period of six weeks, four hours per day, five days per week, and will be paid at an hourly rate of $6.50.

Since the backbone of any successful school is an enthusiastic and capable staff, we hope that your interest in the project will enable you to respond affirmatively to the survey below.

Gratefully yours,

Joseph S. Salerno
Asst. Superintendent of Schools

Please complete the following form and return it to the office of the Superintendent of Schools by June 3, 1974.

_____Yes, I am interested in teaching at the Alternate School and participating in the summer workshop.

_____No, I am not interested in teaching at the Alternate School at this time nor in participating in the summer workshop.

_____Remarks:

APPENDIX D

Salem Public Alternative School
13 Hawthorne Blvd.
Salem, Mass. 01970

CHILD'S PROGRESS REPORT-PRIMARY

CHILD'S NAME_____ FOR THE PERIOD FROM_____ TO_____

GRADE_____ TEACHER_____

This is a report on the progress that your child has shown in school in various skills areas. The progress is measured against your childs own ability and potential for growth in these areas. The code is:

E - Excellent
S - Steady growth
I - Insufficient growth
NR - Not relevant to the child at this time

If you have additional questions or concerns about your child's progress, contact your child's teacher for a conference.

WORK HABITS:	MID YEAR	FINAL	
Self motivation			
Following through on projects			
Pride in work			
Respect for ground rules			
Tackling new problems			
Use of resources and seeking help in solving problems			
Ability to follow directions			
Making good use of time			
Respect for materials			
THE ARTS:			
Interest in art			
Use of a variety of art media			
Interest in music			

SOCIO / EMOTIONAL GROWTH:	MID YEAR	FINAL	
Relating to children			
Relating to adults			
Respect and sensitivity for others feelings			
Communication with others and listening to others			
Participation in group activities and discussions			
Sharing and taking turns			
Positive self-Concept			
GROSS MOTOR SKILLS:			
Gross motor control			
Participation in gross motor activities			
LANGUAGE			
Oral self expression			
Creativity and imagination			
Interest in self expression through writing (including dictating)			
Writing fluency			
Fine motor control			
Interest in reading & books			
Recognition of letter names & forms			
Visual discrimination			
Auditory discrimination			
Phonic skills			
Application of phonic skills			
Sight word vocabulary			
Reading comprehension			
Fluent & expressive oral reading			
Left to right orientation			

MATH	MID YEAR	FINAL	
Sorting, matching, and ordering sets			
Recognition of number 1-100			
Writing numbers 1-100			
Sequence of numbers 1-100			
Understanding of equality and inequality concept			
Understanding place value concept			
Computational skills : addition			
Computational skills : subtraction			
Understanding of multiplication concept			
Understanding of time, and time telling			
Practical use of computation skills			
Money counting			
Recognition and naming of geometric shapes			
Reading and making graphs			
SCIENCE AND SOCIAL SCIENCE			
Ability to make observations of environment			
Recording observations			
Drawing conclusions from observations			
Awareness of world around him/her			

CHILD'S NAME _____

	MID YEAR	FINAL	
Understanding of time and history concepts			
Willingness to investigate			
Ability to ask relevant questions			

OTHER TEACHER COMMENTS:

TEACHER'S SIGNATURE _____

PARENT'S COMMENTS:

PARENT'S SIGNATURE _____
(MID YEAR)

PARENT'S SIGNATURE _____
(FINAL)

Salem Public Alternative School
13 Hawthorne Blvd.
Salem, Mass. 01970

UPPER SCHOOL PROGRESS REPORT

CHILD'S NAME_____ FOR THE PERIOD FROM_____ TO _____

GRADE_____ TEACHER_____

This is a report on the progress that your child has shown in school in various skills areas. The progress is measured against your child's own ability and potential for growth in these areas. The code is:

E - Excellent growth
S - Steady growth
I - Insufficient growth
NR - Not relevant to the child at this time

If you have additional questions or concerns about your child's progress, contact your child's teacher for a conference.

READING	MID YEAR	FINAL	
Comprehension			
Independent reading			
Phonetic analysis			
MATHEMATICS			
Understanding of concepts			
Computation			
Application			
Reasoning			
LANGUAGE			
Written expression			
Oral expression			
Grammar			
Mechanics (spelling, punctuation)			
Listening			

SOCIAL STUDIES	MID YEAR	FINAL	
Understanding of basic concepts			
Independent research			
Study skills/use of resources			
Participation in group activities			
Map & geography skills			
SCIENCE			
Observing			
Recording			
Drawing conclusions			
Independent investigation			
MUSIC			
Singing			
Rhythmic activities			
Movement			
Related arts			
Participation in special activities			
MOTOR SKILLS			
Handwriting-neatness and legibility			
Fine motor coordination			
Gross motor control			
Participation in gross motor acrivities			

PROGRESS REPORT CONT'D

NAME_____

OTHER TEACHER COMMENTS:

TEACHER'S SIGNATURE_____
(MID YEAR)

TEACHER'S SIGNATURE_____
(FINAL)

NAME_____

PARENT'S COMMENTS:

PARENT'S SIGNATURE_____
(MID YEAR)

PARENT'S SIGNATURE_____
(FINAL)

APPENDIX E

JOHN M. GRAY CO.
REGISTERED ARCHITECTS

Member of
The American Institute
of Architects

JOHN M. GRAY, F. A. I. A.
FRANCIS J. GRAY, M. C. P.

153 MILK STREET • BOSTON, MASSACHUSETTS 02109
Area Code 617 426-4993

1975 ADDITIONS AND ALTERATIONS

BUILDING - 5 BROAD STREET - SALEM, MASSACHUSETTS

SALEM PUBLIC ALTERNATIVE SCHOOL PROGRAM

JUNE 25, 1975

1. GENERAL.

(A) AN EXAMINATION OF PRELIMINARY PLANS AND DISCUSSION OF AREAS TO BE ALLOTTED. ALSO A VISIT TO THE PREMISES FOR DISCUSSION OF PROCEDURE.

(B) AFTER EXAMINATION OF PLANS, WE COULD DESIGNATE LOCATION OF VARIOUS CLASSROOM UNITS AS PRESENTED AT THE MEETING AT THE SCHOOL DEPARTMENT ON MONDAY - JUNE 23, 1975.

2. SUMMARY OF BASIC BUILDING NEEDS.

(A) ITEMS 1, 2 AND 3 COULD BE SETTLED AT OUR MEETING.

(B) ITEM NO. 4 - SPACE FOR ACCESS FOR EACH CHILD TO PROVIDE ACOUSTIC ISOLATION; SUCH AS NOISE FROM ARTS AND CRAFTS, MUSIC, ETC., IN ORDER THAT SAID NOISE DOES NOT INTERFERE WITH QUIET ACTIVITIES.
QUESTION: WOULD THIS BE A SOUNDPROOF ROOM OR A QUIET READING ROOM TO BE OCCUPIED BY HOW MANY STUDENTS?

(C) ITEM NO. 5. HOW LARGE AN AREA FOR ARTS AND CRAFTS?

(D) ITEM NO. 6. HOW MUCH SPACE IS THE CITY ALLOWING YOU FOR AREA WHICH IS NOW USED FOR PARKING?

(E) ITEM NO. 7. GYMNASIUM. HOW ABOUT BASEMENT AREA NOW USED BY PARALYTIC CLINIC.
THIS IS A LARGE AREA AND ACCESSIBLE FROM INTERIOR AND EXTERIOR.

(F) ITEM NO. 8. 5 BROAD STREET - FIRST FLOOR AREA WOULD HAVE NO PROVISIONS FOR THIS OPERATION.

(G) ITEM NO. 9. WOULD LARGE ROOM OF BUILDING DEPARTMENT BE SUFFICIENT?

2. SUMMARY OF BASIC BUILDING NEEDS. (CONTINUED)

(H) ITEM NO. 10. WHAT AREAS OF THE FIRST FLOOR CAN BE REDUCED TO MEET STORAGE REQUIREMENTS?

(I) ITEM NO. 11. UNDER ADDITIONAL CONSIDERATIONS:
(A) TOILET FACILITIES TO COMPLY WITH THE STATE CODE, WILL BE PROVIDED ON THE FIRST FLOOR FOR 120 PUPILS. THIS WILL REQUIRE:
FOR GIRLS: 2 WATER CLOSETS: 2 LAVATORIES
FOR BOYS: 1 WATER CLOSET: 2 URINALS AND 1 LAVATORY.
IN ADDITION TO THE ABOVE, SEPARATE STALLS ARE PROVIDED FOR HANDICAPPED PUPILS.

DRINKING FOUNTAINS ARE INCLUDED. EXISTING SINKS AND 2 TOILET ROOMS WILL REMAIN. THE TOILETS COULD BE ASSIGNED TO THE TEACHERS.

(B) ADEQUATE LIGHTING TO COMPLY WITH THE CODE WILL REQUIRE CHANGES IN SOME AREAS. ALSO, FIRE ALARM STATIONS WILL BE ADDED AND THE NEW STATE CODE WILL REQUIRE FIRE DETECTORS.

RECEIVED
MAY 28 1965
BUREAU OF SCHOOL PLANNING

(C) ACOUSTICS: ALL FIRST FLOOR CEILINGS SHALL BE OF ACOUSTICAL TILE. A MORE ELABORATE SYSTEM COULD HAVE PORTIONS OF WALL AREAS OF SAME MATERIAL. ALSO, IF FUNDS ARE AVAILABLE, THE ENTIRE FLOOR AREAS, EXCEPTING TOILET ROOMS, SHOULD BE CARPETED AS AT PRESENT, THE FLOORS ARE VINYL PLASTIC.

(D) FIRE SPRINKLER SYSTEM WILL BE INCLUDED IF REQUIRED BY THE LOCAL FIRE CODE.

(E) & (F). BLACKBOARD AND BULLETIN BOARD SPACE WILL BE INCLUDED. ALSO SPACE FOR VISUAL AND INSTRUCTIONAL AIDS OF TYPE YOU REQUIRE MAY BE INCLUDED.

3. IMPORTANT REQUIREMENTS - IN ADDITION TO THE ABOVE, INCLUDE COMPLETE HEATING AND VENTILATION SYSTEMS FOR ALL FIRST FLOOR AREA OCCUPIED BY STUDENTS.

ALSO, THE HEALTH DEPARTMENT MUST GIVE US THEIR REQUIREMENTS FOR TREATMENT OF EXISTING WALL SURFACES TO COMPLY WITH THE STATE CODE.

THE FIRE PREVENTION DEPARTMENT MUST GIVE DEFINITE REQUIREMENTS WHICH WILL COMPLY WITH LOCAL REGULATIONS.

AS THE MAJOR PORTION OF THE ALTERATIONS IS IN THE AREA NOW OCCUPIED BY THE BUILDING DEPARTMENT AND SPECIAL LUNCH PROGRAMME, A DEFINITE DATE SHOULD BE AGREED UPON AS TO THE TIME THEY WILL VACATE THE PREMISES AS NO IMPORTANT WORK CAN BE STARTED WHILE THIS AREA IS OCCUPIED.
AS THERE IS A POSSIBILITY THAT CONSIDERABLE WORK MUST START IN THE BASEMENT AREA, THE DEPARTMENTS OCCUPYING THE SECOND FLOOR SHOULD BE NOTIFIED THAT THE MATERIAL STORED SHOULD BE REMOVED IN PREPARATION FOR WORK TO BE DONE IN THESE AREAS.

JOHN M. GRAY CO.
REGISTERED ARCHITECTS

Member of
The American Institute
of Architects

JOHN M. GRAY, F.A.I.A.
FRANCIS J. GRAY, M.C.P.

153 MILK STREET • BOSTON, MASSACHUSETTS 02109
Area Code 617 426-4993

JUNE 30, 1975

RE: 1975 ADDITION AND ALTERATIONS
TO BUILDING, 5 BROAD STREET
SALEM, MASSACHUSETTS

LT. JAMES GOGGIN
FIRE MARSHALL
FIRE HEADQUARTERS
48 LAFAYETTE STREET
SALEM, MASSACHUSETTS, 01970

DEAR LT. GOGGIN:

AS THE SCHOOL DEPARTMENT IS PLANNING ON USING THE FIRST FLOOR AREA OF 5 BROAD STREET FOR AN ALTERNATIVE SCHOOL, WE WILL MEET ALL REQUIREMENTS IN THIS AREA TO COMPLY WITH YOUR FIRE PREVENTION CODE.

AS THE BASEMENT AND SECOND FLOOR OCCUPANCY IS TO CONTINUE AS AT PRESENT, WE WOULD APPRECIATE YOUR INSPECTION OF THE PRESENT CONDITIONS IN THESE AREAS. IF THE CODE REQUIRES CHANGES, WE WILL INCORPORATE YOUR SUGGESTIONS IN PREPARING THE PLANS FOR BIDDING PURPOSES.

WE HAVE LEFT A SET OF PRELIMINARY PLANS WITH THE BUILDING INSPECTOR MR. POWERS, WHICH WILL GIVE YOU A GENERAL IDEA OF THE CHANGES AND AFTER YOUR EXAMINATION OF THE PREMISES, I WILL MEET WITH YOU AT YOUR CONVENIENCE IN ORDER THAT ALL REQUIREMENTS MEET WITH YOUR APPROVAL.

THANKING YOU, WE ARE,

VERY TRULY YOURS,

JOHN M. GRAY CO.

JOHN M. GRAY, F.A.I.A.

JMG:TAB

APPENDIX F

SALEM PUBLIC ALTERNATIVE SCHOOL

Kindergarten Progress Report

Name of Student _____ Date _____

Teacher _____ Term _____

READING READINESS:	Mastered	Outstanding Progress	Good Progress	Fair Progress	Experiencing Difficulty	Introduced	Not Introduced
Visual discrimination							
Auditory discrimination							
Recognition of capital letters							
Recognition of lower case letters							
Can form letters legibly and correctly							
Recognition of colors							
Left to right progression							
Knowledge of consonant sounds							
Understands the difference between fact and fantasy							
Basic sight word vocabulary							
Uses picture clues to infer meaning							
Interest in books							
Other:							
Comment:							

MATH:	Mastered	Outstanding Progress	Good Progress	Fair Progress	Experiencing Difficulty	Introduced	Not Introduced
Sorting of sets							
Matching							
Ordering							
Familiarity with number names 1-10							
Writing of numbers 1-10							
Quantity of numbers 1-10							
Recognition of simple geometric shapes							
Recognition and making of simple patterns							
Can work with manipulative materials profitably							
Can use manipulative materials in:							
Addition							
Subtraction							
Knows addition and subtraction facts from 1-10							
Can identify different forms of money							
Other:							
Comment:							
GROSS MOTOR SKILLS:							
Awareness of body parts and function							
Gross motor control							
Participation in gross motor activities							
Other:							
Comment:							

SALEM PUBLIC ALTERNATIVE SCHOOL

Kindergarten Progress Report

Name of Student _____ Date _____

Teacher _____ Term _____

READING READINESS:	Mastered	Outstanding Progress	Good Progress	Fair Progress	Experiencing Difficulty	Introduced	Not Introduced
Visual discrimination							
Auditory discrimination							
Recognition of capital letters							
Recognition of lower case letters							
Can form letters legibly and correctly							
Recognition of colors							
Left to right progression							
Knowledge of consonant sounds							
Understands the difference between fact and fantasy							
Basic sight word vocabulary							
Uses picture clues to infer meaning							
Interest in books							
Other:							

Comment: _____

MATH:	Mastered	Outstanding Progress	Good Progress	Fair Progress	Experiencing Difficulty	Introduced	Not Introduced
Sorting of sets							
Matching							
Ordering							
Familiarity with number names 1-10							
Writing of numbers 1-10							
Quantity of numbers 1-10							
Recognition of simple geometric shapes							
Recognition and making of simple patterns							
Can work with manipulative materials profitably							
Can use manipulative materials in:							
Addition							
Subtraction							
Knows addition and subtraction facts from 1-10							
Can identify different forms of money							
Other:							

Comment: _____

GROSS MOTOR SKILLS:							
Awareness of body parts and function							
Gross motor control							
Participation in gross motor activities							
Other:							

Comment: _____

SALEM PUBLIC ALTERNATIVE SCHOOL

Primary Progress Report

Name of Student _____ Date _____

Teacher _____ Term _____

READING:	Mastered	Outstanding Progress	Good Progress	Fair Progress	Experiencing Difficulty	Introduced	Not Introduced
Can unlock words using phonic skills							
Sight word vocabulary							
Uses picture and context clues as an aid in reading							
Recalls details from stories							
Recalls sequence of events							
Can anticipate endings of stories							
Can make inferences							
Understands the difference between fact and fantasy							
Responds to punctuation when reading orally							
Reads with expression							
Shows an interest in reading							
Other:							
Comment:							

LANGUAGE DEVELOPMENT:	Mastered	Outstanding Progress	Good Progress	Fair Progress	Experiencing Difficulty	Introduced	Not Introduced
Can write simple sentences							
Understands use of periods and question marks							
Understands use of capital letters							
Can form letters legibly and correctly							
Writing shows imagination and creativity							
Can express ideas clearly when talking							
Other:							
Comment:							

MATH:							
Knows addition and subtraction facts							
Knows how to carry in addition							
Knows how to borrow in subtraction							
Understands mathematical vocabulary							
Can work with manipulative materials profitably							
Knows multiplication facts							
Knows division facts							
Understands concept of multiplication							
Understands concept of division							
Understands concept of fractions							
Other:							
Comment:							

SOCIAL STUDIES:	Very Often	Often	Sometimes	Rarely
Enjoys social studies				
Participates in discussions and projects				
Other:				

Comment:

SCIENCE:				
Enjoys science				
Participates in discussions and projects				
Other:				

Comment:

MUSIC:				
Enjoys music				
Participates in music activities				
Other:				

Comment:

ART:				
Enjoys art				
Participates in art activities				
Recognizes primary colors				
Uses a variety of art media				
Other:				

Comment:

PHYSICAL EDUCATION:	Very Often	Often	Sometimes	Rarely
Enjoys physical education				
Participates in physical education activities				
Other:				

Comment:

SOCIAL DEVELOPMENT:				
Participates in group activities				
Follows directions				
Follows through on projects				
Respects classroom rules				
Works well independently				
Shows pride in work				
Shows respect for materials				
Shows initiative and effort				
Works and plays well with others				
Takes initiative in helping others				
Accepts responsibility				
Cleans up after work periods				
Attempts to solve problems independently				
Exercises self control				
Other:				

Comment:

Parent Comments:

Signature _____

SALEM PUBLIC ALTERNATIVE SCHOOL

Intermediate Progress Report

Name of Student _____ Date _____

Teacher _____ Term _____

READING:	Mastered	Outstanding Progress	Good Progress	Fair Progress	Experiencing Difficulty	Introduced	Not Introduced
Vocabulary development							
Phonics and word structure							
Recalls details from stories							
Recalls sequence of events							
Can anticipate endings of stories							
Can make inferences							
Independent reading							
Shows interest in reading							
Other:							
Comment:							

LANGUAGE DEVELOPMENT							
Understands grammatical concepts							
Grammar Usage							
Can write simple paragraphs							
Displays originality and creativity							
Research reports							
Oral expression							
Other:							
Comment:							

MATH:	Mastered	Outstanding Progress	Good Progress	Fair Progress	Experiencing Difficulty	Introduced	Not Introduced
Knows addition and subtraction facts							
Knows how to carry in addition							
Knows how to borrow in subtraction							
Understands mathematical vocabulary							
Can work with manipulative materials profitably							
Knows multiplication facts							
Knows division facts							
Understands concept of multiplication							
Understands concept of division							
Understands concept of fractions							
Computational skills in fractions							
Problem solving							
Measurement facts							
Other:							
Comment:							

SOCIAL STUDIES:	Very Often	Often	Sometimes	Rarely
Enjoys social studies				
Participates in discussions and projects				
Shows ability in using charts, globes, and maps				
Shows responsible work habits				
Other:				

Comment:

SCIENCE:				
Enjoys science				
Participates in discussions and projects				
Other:				

Comment:

MUSIC:				
Enjoys music				
Participates in music activities				
Other:				

Comment:

ART:				
Enjoys art				
Participates in art activities				
Recognizes primary colors				
Uses a variety of art media				
Other:				

Comment:

	Very Often	Often	Sometimes	Rarely
PHYSICAL EDUCATION:				
Enjoys physical education				
Participates in physical education activities				
Other:				

Comment:

SOCIAL DEVELOPMENT:				
Participates in group activities				
Follows directions				
Follows through on projects				
Respects classroom rules				
Works well independently				
Shows pride in work				
Shows respect for materials				
Shows initiative and effort				
Works and plays well with others				
Takes initiative in helping others				
Accepts responsibility				
Cleans up after work periods				
Attempts to solve problems independently				
Exercises self control				
Other:				

Comment:

Parent Comments:

17b

Signature _____

APPENDIX G

Evaluation of the Salem Public Alternative School

1974-75 (First Year of Operation)

ABSTRACT

Fifty-six children were enrolled in the Salem Public Alternative School when it opened its doors on September 4, 1974. Since the school was founded on an open enrollment basis the children came from all geographical segments of the community. Physically, they were accommodated on the first floor of the Cogswell School, a two story brick building which they shared with the primary grade children from the neighborhood, and were serviced by a staff of teachers, aides, and parents who were dedicated to the concept of alternative education.

Among the successes that were noted during this first year of operation were: (1) teacher, parent, and student satisfaction with the modified transitional family grouping pattern employed within the integrated day concept; (2) staunch parental participation and support for the program; (3) evidence of diverse learning activities offered to children; (4) concentrated attention to foster creativity; (5) concerted effort to develop an educational environment where learning is exciting; (6) School Committee commitment, on the basis of positive feedback, to provide the funds necessary for program expansion. Program balance was reflected through the creative arts and motor skill development, while specialized attention was rendered in the areas of personal, social, and emotional development.

Unquestionally, as will be documented in the pages to follow, the Salem Public Alternative School was successful in its first year of operation.

For certainly, had this program not been initiated, or had it failed to meet the real or imaginary needs expressed by parents to the School Committee at the January Public Hearing, there would have been little basis for program retention, let alone program expansion.

INTRODUCTION

This evaluation is an endeavor to assess the overall conduct of the Alternative School during its first year of operation. The base of operations for the program was the Cogswell School and included fifty-six children at levels from kindergarten through grade three. The project, operating within the same per pupil dollar allocation as the rest of the elementary schools in the district, offered participating students an optional learning environment to the traditional neighborhood school. Its focus was twofold: A. to promote effective parental participation in the educational decision-making process B. through the development of learning centers and commitment to individualized instruction, create an educational environment where learning would be exciting and where children would be helped to develop positive feelings about themselves and their culture. The period of observation was the standard 180 day academic year commencing on September 4, 1974 and concluding on June 18, 1975.

Although funds had been requested for the purpose of conducting an external evaluation of the program, none were made available. However, both formative and summative assessments were made by a team consisting of Central Office Personnel, representatives of the Parent Advisory Committee, School Committee members and faculty from the education department at Salem State College. Formative evaluation took place within two months of program origin, with insight and suggestions offered to the head teachers and staff. The summative evaluation provided in the following pages examines outcomes of this program as determined by periodic on-site visits made to the school throughout

the year.

Children were welcomed into the program on the strength of an open enrollment policy where parents subscribed to the philosophy of the Alternate School as it was outlined for them at a group meeting by Central Office personnel and the head teacher who henceforth shall be referred to as the director of the program. In addition to entrusting their children to the teachers in the program, the parents also committed themselves to increased participation in school activities and programs, as well as to provide their children with transportation to and from the school.

The open enrollment policy for initial student participation into the program was decided upon after an analysis of a parental survey had been completed.

ADMINISTRATION

Program effectiveness in any endeavor is consistently related to well defined objectives, sound expectations, efficient coordination, thorough direction and decisiveness. These essential elements for success were observed to varying degrees during the periods of observation. However, though consistency was sometimes found lacking, positive occurrences were noted, not the least of which was the emergence of a closely knit family of teachers, parents, and students willing to work and sacrifice together in the interests of promoting alternative education. And although there was a certain looseness to his administrative style, the director did establish a close rapport with parents, a collegial relationship with teachers, and a happy environment for children.

Planning for the project was begun by Central Administration personnel during the winter and early spring of 1974 while the director or head teacher was selected on July 8, 1974. However, due to previous professional commitments, the director was only minimally available to participate in the pre-session staff orientation sessions that were held. These were conducted by Central Administration and were found to be thoroughly organized. Teachers were introduced to the building principal who explained his role as titular head of the facility, and were provided with a copy of the philosophical objectives of the program. Following this, considerable time was devoted to discussing curriculum, parental involvement, the role of the Parent Advisory Committee and program expectations. Positive staff feedback indicated the worthiness of this orientation.

The staff, though newly assembled, was totally committed to achieving success for the program. Figure 1, which follows, details the full complement of staff serving Salem's Public Alternative School Program during its first year as conducted at the Cogswell School.

FIGURE 1

Staff Positions

Salem Public Alternative School

1974 - 75

PERSONNEL	NUMBER
Principal (Responsible for three elementary Schools.)	1
Head Teacher (Program director with teaching responsibilities.)	1
Classroom Personnel (K-3)	
Teachers	2
Assistant Teachers	2
Parent Volunteers	3
Teaching Specialists (Itinerant Schedule)	
Art	1
Music	1
Physical Education	1
Remedial Reading	1
Special and Supportive Services (Special and supportive services such as psychological, guidance, health, library, audio-visual, special education, bilingual, etc. were provided by the district on an "as needed" basis.)	

Significant parental involvement, not limited to the Parental Advisory Committee, was evidenced during the period of observation. Visits to the school were generally unannounced and included frequent observations of classes as well as discussions with personnel, students and parents. Enthusiasm for

the program was widely evident as everyone connected with the school was eager to provide information and the problems that were anticipated in the dual sharing of facilities were, through careful scheduling, kept to a minimum.

The head teacher was viewed as the catalyst for directing all aspects of program functions and was highly visible and viable in his role. Communications between all concerned parties were open, clear, and thorough. Excellent professional relationships, attitudes and dispositions for work with all children permeated the entire program.

Frequent meetings with parents were organized and conducted by the director early in the program. Attendance at these meetings was good and parents appreciated knowing precisely what the alternative school program was providing for their children.

A significant factor that was noted, and that augers well the wide-spent enthusiasm of the project, was that daily pupil attendance remained consistently high throughout the school year despite the fact that parents were responsible for providing transportation. Figure 2 delineates the enrollment data for the 1974-75 academic year.

FIGURE 2

Enrollment Data - October 1

Salem Public Alternative School

1974 - 75

	Number of		Enrollment		
Grade	Teachers	Asst. Teachers	Boys	Girls	Total
K-1	1	1	15	15	30
2-3	1	1	12	14	26
Total	2	2	27	29	56

All facilities of the Cogswell School were put to full utilization and it was apparent that expansion within the dual cohabitation concept of the building was impossible.

PROGRAM EVALUATION

Kindergarten and Grade One

The first floor of the Cogswell School was adaptable to an open school setting since it essentially consisted of a large complex of approximately twenty-six hundred square feet divisible by a folding partition. Parallel to this was a common hallway which was abutted by a small planning and conference room and two supply closets. The learning center featured several interest areas; varied reading, writing and math corners; arts and crafts sections, including a common wood working area; library. The outside playground was shared with children from the rest of the school and consisted of a good size lot, fenced on all sides, with no fixed play equipment. Toilets and sinks were in the basement of the building.

For most activities, kindergarten and first grade children were grouped together in a modified version of transitional family grouping modeled after the British Infancy Schools. Teacher-made diagnostic tests, informal inventories, and projects based on student interests were used to assess the academic needs of students. These, in turn, were translated and recorded as behavioral objectives for each child and examined and updated regularly by the teachers and director. In this fashion, they not only served to tailor individualized learning programs but also became the basis for explaining student progress to parents.

The standard school day for first, second, and third grade children was from 8:15 a.m. to 2 p.m. while kindergarten youngsters attended either morning or afternoon sessions. This arrangement created a very healthy

pupil-teacher ratio which allowed for flexible planning time and permitted close attention by teachers, assistant teachers, and parent volunteers to the degree of developmental progress made by individual students.

Program diversity was in evidence during all periods of observation. A typical visit to the school would find children engaged in a host of work activities that covered the complete spectram from creative play to organized drill. Although audio-visual hardware and materials were shared with others in the school, most of the materials and devices employed were either teacher or parent made or borrowed from other schools within the district. Beyond concept development, children were typically engaged in games or activities that fostered (1) planning; (2) the development of communication skills; (3) math skills; (4) creativity; (5) following directions; (6) decision making; (7) motor skill development. Learning stations, activity centers, bulletin boards, chalkboards, floors and corridors were utilized to the limits of fire prevention regulations to capture and maintain student interest. Discussions held with students revealed great enthusiasm for the program. Students responded enthusiastically to the individual attention received; the love and affection demonstrated by teachers and aides; the diversity of learning opportunities; the family type of atmosphere that prevailed, and the degree of freedom they enjoyed.

Kindergarten children were integrated with first graders in a program where youngsters were provided excellent opportunities to strengthen reading and arithmetic abilities, as well as to develop language proficiency, visual and auditory perception, fine motor skill development, and creativity. Through the use of kits, tapes, visual learning aids, both commercially and teacher prepared, the students' needs were being met as students, assisted by

teachers, aides, and fellow-pupils, helped one another with phonetic knowledge and application, silent and oral reading, and vocabulary building. Much oral language development was incorporated into the multi-sensory approach to reading that was used at this level.

Teachers were in the midst of most activities as they took time to not only listen and work with children but also to demonstrate patience, understanding, encouragement, and sensitivity to their needs and in helping them to develop more positive and healthier attitudes toward themselves and others. The children reflected these feelings of acceptance by their enthusiastic participation and attendance throughout the school year.

Capitalizing on student interest and creative teaching, numerous opportunities were presented for students to practice mathematical symbols and concepts such as greater than, less than, working simple fractions, and solving short story problems. Once again an entire array of teacher-made devices and strategies were in evidence as children worked independently with one another, or with aides on varying exercises designed to enhance skills.

Although the aforementioned activities were contained within the daily routine, they were artfully blended into a veritable potpourri of creative, artistic, physical, and intellectual exercises whereby the classroom became a workshop which catered to the individual interests, energies, and abilities of children.

Grades Two and Three

Although children from grades two and three were clustered together, the activity programs designed for each were different. At the second grade level activities were geared to support and strengthen each child's reading, phonics and arithmetic skills. Reading skills' needs were most prevalent with these students, especially in the areas of: (1) silent and oral reading; (2) comprehension; (3) word attack and word analysis skills; (4) vocabulary development. Word analysis and word attack skills emerged as those most in need of stress. Blends, vowel sounds, combinations, compound words, context clues, and multi-meaning words were emphasized, as were oral and written language skills. For purposes of variety, a number of games and devices were utilized.

Arithmetic objectives focused upon reinforcing fundamentals; application of fundamentals in problem solving; fractions; place value; money value. Once again a host of teacher-made and commercial devices were employed in a variety of experiences calculated to maintain high interest.

Language arts learning skills for third graders centered around silent and oral reading, word recognition, word study, and comprehension. Discussions, plays, stories, and written activities highlighted retention; critical thinking; story embellishment.

The mathematics curriculum concentrated on major concepts and strengthening basic skills in addition, subtraction, time telling, measurement, borrowing, place value, etc. Again, children working in pairs, alone or with aides, provided evidence of optimal use of time and talent. Worksheets, chalkboard exercises, games, devices, and individual progress charts all served to promote learning.

At this time it is appropriate to report that during each period of visitation, class management within the entire open setting was excellent, in spite of the fact that most children were experiencing an openness not previously found in their former school classes. Some children who had demonstrated a tendency toward inattention or destructive behavior in their former school settings displayed few such symptoms in their new learning environment.

CONCLUDING STATEMENT

The summative report contained herein, is an attempt to objectively present the various facets of Salem's Public Alternative School during its first year of operation. Specific comments throughout each segment of the narrative reflect degrees of component effectiveness. Supportive of these was information provided observers through sequential evaluative visits made to the school; interviews conducted with the principals, directors, parents, students, teachers, members of the community, members of the school's executive board, and student teachers assigned to the school. Since the parents and director had successfully lobbied against the use of standardized tests, this report is devoid of the usual pre/post test data.

In large measure, this was prompted by the feeling that standardized testing might be an impediment to the objective of creating a new climate where children would find excitement in learning through discovery. However, teachers did share with the observers samples of the individual progress cards maintained for each child and the results were deemed commendable.

The following elements which were discussed at the Wingspread Conference on Educational Alternatives at Racine, Wisconsin served as a guide to the evaluators.[1]

1. Community attitude toward the program.
2. Staff attitude and attitude change over the course of the program.
3. Parental attitude.
4. Student attitude.
5. Community participation (i.e., as volunteers, on field trips, visits to the school).

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[1] Mike Hickey, Evaluating Educational Alternatives (Bloomington: Educational Alternatives Project, (1972) p.6.

6. Academic achievement (not for a sucess/failure judgment, but for diagnostic information).
7. Attendance data.
8. Discipline and suspension data.
9. Extent and nature of feedback to the community.
10. The holding power of the program.
11. Changes in student-family relationships.
12. Program development.

Assimilating all information regarding the Alternative School during its first year of operation, the evaluators conclude that a rich academic program was provided for the student population. One which accommodated the natural flow of activity, ideation, language, original thinking and learning, within the scope of the learning continuum that had been envisioned. One where few time restrictions were set on pupil projects and students were free to explore a multitude of new paths to the world of learning. One where close association between school and parents was not only a desired commodity but an essential component of the program. One where children were permitted a voice in the selection of learning options based upon their individual abilities, interests, and needs. Thus the evaluators urge that the Salem Public Alternative School be continued for the benefit of Salem's students and present the following:

Commendations

1. The School Committee for addressing itself to an expressed need and providing the financial support for program implementation.

2. The Central Administration for providing the leadership, planning, direction, and implementation of the program and promoting parental cooperation.

3. The Director, for his teaching, implementation of recommendations, close cooperation with parents, effective service to staff, and rendering of program needs.

4. The Executive Board and parents of the Alternative School for their dedication and support of the program.

5. The entire staff: teachers, specialists, assistants, aides, and parent volunteers for their commitment to alternative education and their efforts and enthusiasm in catering to the individual needs of children.

6. The principal of the Cogswell School for welcoming the Alternative School children into his building and coordinating the flow of personnel and materials for the program.

Recommendations

1. Consideration be given to expanding the program from K-3 to K-5 by 1975 and then to K-6 in 1976 to allow for the sequential progression of students within the program and to be in harmony with the grade structure of the public schools in the rest of the district.

2. The program be conducted in a larger facility to accommodate this expansion.

3. Learning progress and activity reports of children be standardized.

4. In-service workshops be conducted by the director to familiarize staff with Montessori materials.

5. The school committee appropriate the funds necessary to provide transportation to the school in compliance with district guidelines.

6. The director undertake to expand program development and growth, both in the size of the program and the scope of its offering.

In summary, the overall program was viewed as meeting the major objectives that had led to its creation. Teaching personnel and parents were successfully working together in a partnership designed to meet the needs of the whole child within the framework of a new learning environment. Major changes had occurred: a change by staff to an attitude that parents do have something vital to offer and a change by parents to an attitude that they can share in the responsibility for their children's education. A change that began to have a rippling effect in the entire school system as administrators reluctantly began to shed the role of divine prescribers of education for all to a role of offering a multitude

of learning options and the responsibility for educating parents to what their options are.

APPENDIX H

EVALUATION

OF THE

SALEM PUBLIC ALTERNATIVE SCHOOL

Submitted By

Mary Kohring

May 1, 1976

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I. INTRODUCTION

In a public hearing held on January 8, 1974 a group of Salem, Massachusetts parents expressed dissatisfaction with their neighborhood schools. They claimed that the schools which their children had to attend were too traditional and the curriculum too structured to meet the needs of their children.

In seeking a solution to the problem which was voiced by the parents that night, the School Committee mandated that the school administration establish a school in Salem to open September, 1974 which would provide a certain degree of "openness", allow for voluntary participation by students, staff, and parents, and serve as a model for other schools in the district (Salerno, 1974, p.2). Hence the Salem Public Alternative School was born.

More and more citizens and educators like those in Salem have begun to realize that public education can be greatly improved without doing away with the existing school system. The way of doing this is to provide alternative learning experiences wherever, whenever, and however it seems probable that educational objectives can be accomplished more successfully. Frequently those alternative learning experiences manifest themselves in a total school environment.

Alternative schools by definition come in many sizes and shapes, and with varying objectives and philosophies. However, as Fantini (1973) insists, there are certain ground rules that need to be applied to all

alternative schools if problems are to be minimized and the process is to be legitimized:

1. Alternatives are not superimposed, but are a matter of choice for all participants - teachers, parents, and students.

2. Alternatives are viewed as another way of providing education alongside the existing pattern, which continues to be legitimate. They are different from special programs for dropouts, unwed mothers, and so forth.

3. They do not practice exclusivity.

4. They do not make exaggerated claims of accomplishments that may be deceptive in the long run.

5. They are aimed at a broad, common set of unlimited educational objectives. Alternative public schools are responsible to the public for comprehensive cognitive and affective goals that cannot be compromised; these include basic skills, learning-to-learn skills, talent development, socialization of basic societal roles (citizen, consumer, worker), and self-concept development.

6. They do not cost more money than existing per student expenditures. (p. 22.)

Keeping the basic components of alternative schools in mind, the purpose of this report is to examine the Salem Public Alternative School now that it has been in operation for almost two years. This consultant was charged with the task of examining the current existing program, its goals, curriculum, operation, and achievements to determine the strengths and weaknesses of the school. In addition, the consultant was to identify the future needs of the school if it were to continue to exist.

The evaluation or assessment of a school can be carried out in several ways. This consultant chose to combine two methods for completing the task at hand. Primarily, the evaluation was made through a determination of the success of intended outcomes, that is to say that the goals of the school were used as the major focus for the study. Through direct observations in the classrooms and interviews with persons involved with the school, it was possible to determine which of the goals were being met and which were not. (An Addendum to this report will be forthcoming later this spring when achievement scores are available. This will determine the academic success of the students in the school in relation to the students in the other classrooms which were observed during this study.)

Secondarily, this consultant gathered as much additional information as possible throughout the observations and interviews which would further enlighten the consultant about the educational environment of the school and which would help to complete the picture of the school in relationship to its educational goals.

The assessment process which was begun in February and continued through April, 1976 was carried out in three phases: (See Appendix A for specific details)

Interview Phase: Formal interviews were held with key people related to the Salem Public Alternative School. Dr. Alan Schaefer, Superintendent of Schools, and Mr. Joseph Salerno, Assistant Superintendent

of Schools, were asked to outline the historical background of the school and give their current perceptions regarding the school from the administrative side of the operation. Mr. George Higley, Principal of the Oliver School, who is also assigned to the Alternative School, discussed his administrative view of the school. Mr. Sergio Pirrotta, Director of the Alternative School, outlined the past and current school operation and gave his administrative point of view regarding the goals of the school.

Using the list of school goals as the major focus of two formal meetings, both the staff and a group of thirty parents were interviewed separately. In addition, both staff and several parents spoke to this consultant informally about their concerns for the school. Moreover, the consultant attended a faculty meeting to discuss the school's ongoing evaluation process. She also was asked to attend a meeting of the parent's Progress and Evaluation Committee to discuss its future plans.

Frequently students were spoken to informally during the entire evaluation period.

During this interview phase much literature was collected from the various persons who were interviewed. Sample report cards, curriculum guides, progress reports, and Options, the school magazine, were collected.

Observation Phase: Using the BRACE (Behavior Ratings and Analysis of Communication in Education) instrument the observation phase was carried out. BRACE is a method of systematic observation of verbal

communications, behavior and activities in educational settings which was developed by Bank Street Graduate School of Education. (See Appendix B for a sample of the observation instrument and an explanation of its various components.)

The instrument provides quantitative data on what is observable during a specified time span. "The communication categories record essentially 'who speaks to whom about what and how'. The behavior/settings categories record essentially 'who does what in what kind of setting'." (Bowman and Mayer, undated, p. 1). The instrument enables one to assess the extent to which the adults in a classroom are implementing a given approach to education (process evaluation) and to assess the degree to which child outcome is constant with specific objectives (product evaluation). Reliability equals .80.

Formal observations were made in all five classrooms in the Alternative School and in five representative "open" classrooms in other schools in Salem for comparison. The observation period took approximately 2½-3 hours in each classroom in order to complete the BRACE procedure. During that time interval the teacher was coded for thirty minutes (six 5 minute intervals) and a random sampling of students (3 boys and 3 girls) were coded for 5 minutes apiece, totaling 60 minutes of codable observation in each classroom. In addition, information was gathered about each classroom - use of space, materials, appearance of room, number of children, paraprofessional and volunteer assistance, and scheduling.

Data Analysis Phase: Taking the data which had been collected through the observations and during the interviews, and with the other information which was collected, considerable time was then spent sorting and resorting all the information to determine the extent to which the goals were being met in the Salem Public Alternative School.

Using the goals as the focal point of this report the following systematic description is made about the educational environment which exists in the Salem Public Alternative School. Following this description, recommendations are made relating to what future focus there should be for the school in relation to what presently exists.

II. EVALUATION

The Original Goals

GOAL 1: Child-centered, open but structured classroom environments based on an adaptation of Montessori and British Informal Primary Education methods of education.

The most positive feature of the Alternative School is its focus on open education. Beatrice and Ronald Gross (1970) list four principles which most educators would agree are the basic components of open education:

> There are four operating principles of the open classroom. First, the room itself is decentralized: an open, flexible space divided into functional areas, rather than one fixed, homogeneous unit. Second, the children are free for much of the time to explore this room, individually or in groups, and to choose their own activities. Third, the environment is rich in learning resources, including plenty of concrete materials, as well as books and other media. Fourth, the teacher and her aides work most of the time with individual children or two or three, hardly ever presenting the same material to the class as a whole. (p. 10)

The rooms in the Alternative School are decentralized, all have many different spaces for children to work. There are corners for art, science, math, and reading, etc. All have a central place for coming together for class meetings. (This decentralization was also found in the other Salem classrooms which were observed).

Children are free to explore the rooms in the Alternative School. According to the BRACE results the children in the Alternative School were allowed to self select the activities they wanted in the room more

often than in the other Salem classrooms and they selected a greater variety of activities. Looking at the BRACE results in Appendix C, Tables VI a,b, it can be shown that when teachers were observed in the Alternative School there were nine 5 minute intervals where children self selected their activities either in content or timing or both as contrasted to only one 5 minute interval where that happened in the other classrooms in Salem. When children were observed there were nineteen 5 minute intervals when children were able to self select their activities as compared to only one 5 minute interval in the other Salem classrooms. Even when activities were adult planned it happened that the children in the Alternative School were given options more often than in the other Salem classrooms, seven intervals more were coded when teachers were observed and two more intervals were coded for children.

When teachers were coded there was an equal amount of different kinds of activities going on (Table IVa). Here the significant fact is that the teachers were involved more often in activities other than math, language arts, or reading. Of the total number of 5 minute codings for Alternative School teachers, 22 of those codings occurred when teachers were involved in other activities. This happened only 14 times for other Salem teachers. (Note: There were almost equal teacher observations in the morning and afternoon in both the Alternative School and in other Salem classrooms (Table Ia).

When children were observed a similar phenomenon occurred (Table IVb).

Although there was little difference between the total number of different kinds of activities which were taking place in the classroom when codings were made, the number of times when other activities besides math, language arts, and reading were taking place was considerably more (18 vs. 10). Note: There were more observations in the afternoon for children in the Alternative School than in the other Salem classrooms. This may influence these scores somewhat since usually less basic skills work is done in the afternoon. (Table IB).

It is useful at this point to discuss the role the British Informal Primary School model plays in the open education which exists in the Alternative School. The major feature of the British model is the "integrated day", that means that" ...subject matters and contents of learning are not dealt with singly but that the child's behavior and activity can lead to the use of various subject matters in a given activity." (Stodolsky, 1975, p. 113)

In the Alternative School when children were working on math, language arts, reading, or other activities, they were often doing so for a project which was integrated. This was particularly true for the third, fourth, and fifth graders. The BRACE instrument, as it is designed, is not able to indicate this. This integrated phenomenon was rarely in evidence in the other Salem classrooms. The work was clearly single subject oriented.

Another feature of the British Informal Primary School model is the emphasis placed on the aesthetics. As Table IVa,b reveals, there

was more graphic and motor activities in the Alternative School than in the other Salem classrooms, but not by very much. The amount of time which physical education, art, and music specialists are in the Alternative School to help with the aesthetics is much too little if a major focus of the school is to be on the creative arts. The gym teacher in particular is only in the school one hour a week. Kindergarten children have no gym. Grades one and two only get 30 minutes of gym a week and grades three, four, and five only get formal gym 20 minutes each alternate week.

The music teacher only sees each class 15 minutes per week although she offers special instrument lessons to several children. The art teacher takes 10-12 children at a time during her one day in the school. If the specialists are not available to hold formal classes, they should be used more for consulting purposes to enable the regular staff to provide more creative activities in the classroom. In addition more emphasis should be placed on creative dramatics and human movement or dance.

In both the Alternative School and in the other Salem classrooms the rooms are rich in learning resources; however, there is a distinct difference in the quality of materials which are in evidence. The major type of materials which are in the Alternative School are what is known as "scrounge" materials, materials which have been found or collected by teachers and parents from home or around Salem. There are only a few commercially packaged or published materials to speak of.

There are only a few textbooks which are being used.

In the other Salem classrooms the teachers have been able to collect or the administration has been able to purchase many commercial materials, audio visual aids, and packaged games over the years. As was mentioned earlier, a major feature of alternative schools should be the same per pupil cost ratio, and this exists in Salem; however, the other Salem classrooms have been able to build up their collection of materials over several years whereas in the Alternative School they have just begun.

It is important to mention here the role that the Montessori method plays in the Alternative School. Although this is part of GOAL 1, it is not in evidence in the school. Montessori materials were purchased last year for the school but most of them are not being used. This is due to a conflict of philosophy between the staff and the administration of the school. The director, who was trained as a Montessori teacher, understands well that the materials which Maria Montessori developed are to be used in a very structured way although there is much choice of activities within that structure. The school's staff, who has not been trained in the use of the materials, do not share completely or understand the director's philosophy about choice within a structured framework, specifically as it relates to the use of the Montessori materials. The director has chosen not to distribute the materials until such time as the staff desires to use the materials correctly and indeed is trained in their use. The director has not provided the staff with the workshops which they need. He

probably could train the staff himself with no extra charge to the school if the staff were willing or if the director had the time or inclination to offer his services for this project.

The most striking feature of the Alternative School is the focus on the individual child. In several places this can be documented through the BRACE analysis. In Table I it can be seen that considerably more 5 minute intervals were coded when children were working individually or in small groups (2-3 children) in the Alternative School than in the other Salem classrooms. There were many more occasions when the teachers in the other Salem classrooms worked with the whole class. In the Alternative School the only occasion when children were in a whole group was for class meetings, never for instruction.

Table III reveals that there were double the number of codings (12-6) when children in the Alternative School were working independently. Moreover, when teachers were observed, there were considerably more times when teachers in the Alternative School were working with one child (11-2). In contrast to these results, in the other Salem classrooms a collective group activity was occurring much more frequently both when teachers (24-10) and children (16-4) were observed.

Appendix E reveals the flow of communication between people in classrooms. Here in Table XXIIa, it shows the total percent of verbal interactions during the observations which were between individuals or for a group. Ninety one percent of the verbal interactions occurring in the Alternative School during the observation of teachers were to individual

children while only sixty five percent of the verbal interactions in the other Salem classrooms were to individual children. Thirty five percent of the verbal interactions in the other Salem classrooms were to a group of children.

All of this data certainly documents the fact that the Alternative School is more child-centered than the other classrooms which were observed in Salem. In addition there are other data which should be mentioned here which gives further evidence that the Alternative School is child-centered. Looking again at Table XXIIb it can be seen that there is considerably more verbal interactions between one child and another in the Alternative School. Seventy five percent of the total verbal interactions in the Alternative School were between children versus fifty five percent in the other Salem classrooms. Also in Table VIIa,b it can be seen that children were permitted to communicate with each other much more easily than in the other Salem classrooms. Although in neither groups was peer communication prohibited, the number of times when it was inappropriate was high in the other Salem classrooms when both teachers (9-4) and children (10-1) were coded.

Although the Alternate School is child-centered, to which Goal 1 aspires, it may be too child-centered if this is to affect structure which the school also desires. Most educators define structure as the framework for academic expectations and behavior control. The director of the Alternative School defines structure as the daily or weekly expectations for children. He also defines it as the "ground rules" for the use of the total environment including the use of materials.

He states that structure relates to the accomplishment of skills as well as other explorations in learning.

The parents who were interviewed were most concerned about the lack of structure or direction in the classrooms. While interviewing the staff the word structure in GOAL 1 was the most difficult word for them to define, in fact it appeared that there was not a clear concept of what it meant to them. They feel the parents see the school as laissez faire and that structure means teaching mostly basic skills.

There are several ways to document this structure problem through the BRACE statistics. Looking at Table XIa it is possible to see the amount of verbal interaction between teacher and child which is supportive in nature, that means supportive of what children are learning, of who the children are as people, and of how they are spending their time in school. Significant in this table is the greater percent of teacher talk which is supportive of learning in the other Salem classrooms (68%-60%) and the greater percent of talk which is supportive of management in the Alternative School (35%-26%). These latter figures mean that more time is spent trying to get children involved in activities particularly disciplining (Table XIVa) at the Alternative School while in the other Salem classrooms more time was being spent on support of learning interactions because the children already knew what was expected of them.

Another way of looking at this same issue is to look at Table X. In this table it can be seen that a larger percent of the time is spent on routine interactions in the other Salem classrooms (30%-23%). Of the

total routine interactions in the other Salem classrooms eighty two percent were of a management kind. This is in contrast to seventy one percent in the Alternative School (Table XVII). Within the management categories, ninety one percent of the verbal interactions in the other Salem classrooms were for directing or procedural purposes as opposed to eighty seven percent in that category for the Alternative School. This data says that the teachers in the other Salem classrooms spend more time ahead of time getting their students involved in activities so that little time has to be spent on redirecting or discipline after the instruction period has begun.

GOAL 2: Multi-age, multi-level groupings based on children's needs and interests.

In all classrooms except two, one in the Alternative School and one classroom elsewhere in Salem, there is evidence of multi-aging. Everywhere the feeling is that multi-aging is beneficial because it forces teachers to look at children as individuals. However, both the staff and parents in the Alternative School are concerned about the number of different age groups which could work effectively together in one classroom. The parents are concerned about the older children picking on the younger ones. The teachers feel the ability level span is too great to meet the needs of individuals adequately in the classrooms where there is a three year age span or more. In the Alternative School there are very few assistants in the classrooms to help with this problem. There were no student teachers in the classrooms in March when this consultant observed

and very few parent volunteers either. Every other classroom she visited in Salem had at least one student teacher when the observations took place.

Little has been done to use the older students to help the younger students in any classroom which was observed. This often reduces the competition between age groups.

Since very little grouping is going on in the Alternative School it can be stated fairly emphatically that little multi-level grouping exists in the school. If the staff feels that it is difficult to meet the needs of individuals all the time in multi-aged classrooms, more multi-leveled groups might be considered as an alternative approach.

GOAL 3: A variety of activities, experiences and materials.

Facts related to this goal have already been discussed fairly extensively in the discussion of GOAL 1. Therefore they will not be brought up here. Although the nature of the activities (abstract or manipulative) which the children in the Alternative School and in other Salem classrooms are involved in are fairly similar (Table V), there is a considerable difference in the base of the activities. There were more 5 minute intervals coded when the activities were based on real life experiences in the Alternative School both when teachers (14-8) and children (8-3) were observed. It should be stated, however, that the majority of experiences which children had in any observed classroom in Salem were not based on real life.

Related to this lack of a reality base, it should be noted that the location of the Alternative School is excellent for field trips at least

in and around Salem. The staff has taken advantage of places such as the Essex and Peabody Museum often. They do complain, however, of the lack of transportation money for field trips which would facilitate more real life experiences. Parents could be useful for providing transportation for small groups of children for out of school activities if they would volunteer and/or if insurance conditions allowed it.

GOAL 4: An organization and curriculum flexible enough to provide options that would help foster creativity and allow for change and growth, but structured enough to insure sequential development.

Much has already been discussed in relation to this goal in GOAL 1. More needs to be said, however, about structure which will insure sequential development. Both the Alternative School and the other schools in Salem have broad general goals which are to be the teachers' guide throughout the year. There are no objectives which spell out more specifically how those goals are to be obtained, however, the other Salem schools have adopted a set of textbooks or individually guided materials for each subject which guide teachers in establishing specific objectives for the instruction during the year.

The Report and Proposal for the Alternative School, 1975-1976 Program briefly describes the focus for each curriculum area this year. In addition, the director of the Alternative School asked each teacher earlier this year to outline his or her curriculum areas. The difficulty with these outlines is that skills are often intermixed with the materials which are to be used to accomplish the skills. The best outline of the specific skills in each grade level appears in the school's progress reports,

although even those are sketchy.

The staff needs to devote some time together drawing up a specific outline of academic skills which are to be achieved even if those skills are to be accomplished with an integrated curriculum.

GOAL 5: A program which includes integrated traditional subject matter areas, sensory-memory-manipulative development, aesthetic experiences, career and occupational awareness, and which deals with the affective as well as the cognitive and psychomotor domains.

The first part of this goal has already been covered in the discussion of GOAL 1, except in regard to career and occupational awareness. The staff admits that there has been little of this in the curriculum. But there was also some question as to how much should be in the curriculum. The feeling was that much should be more incidental learning for elementary level children.

Using the BRACE instrument it was possible to determine the extent to which the program dealt with the affective, cognitive, and psychomotor domains of learning. Looking at Table Xa it is possible to compare the amount of verbal interactions as they are divided into the various broad areas of communication and across different classrooms.

As can be seen in Table Xa, twenty two percent of all verbal interaction by the Alternative School teachers during the observation period was coded as related to cognitive learning. Twenty four percent of all verbal communication by teachers in the other Salem classrooms was cognitive. That means that there was very little difference between the two groups in the percent of verbal interaction which was in the

cognitive domain.

For children coded, the same phenomenon existed with cognitive and affective communication (Table Xb), that is to say, both groups, Alternate School children and other children in Salem, had about equal percents of interactions and the percent of affective interaction was lower than the percent of cognitive interaction. What is significant in the children's codings was that the percent of verbal interactions which was cognitive was double the percent of teachers' cognitive interactions. The amount of affective codings for children was seven times as great a percent as the teachers' percent of affective codings.

These facts force one to look elsewhere as to where teachers spend their time when communicating in the classroom. Looking again at Table Xa, it is revealed that teachers spend most of their time either in Supportive (50%, 41%) or Routine (23%, 30%) interactions. Teachers in the Alternative School spend more time in supportive communication than the other Salem teachers and less time in routine interactions. But both groups spend at least as much time on routine communication as on cognitive and affective communication combined.

It should be mentioned here that it is possible to consider much of the Supportive categories as affective interactions, for subcategories such as Encouraging and Accepting, Showing Warmth to Others, and Showing Human Interest in Other's Comfort, etc. are certainly in the affective domain. However, no classroom showed any evidence of any formal affective curriculum. All these affective codings were more informal in nature.

It is useful to look more closely to the BRACE statistics in various subcategories in the cognitive domain (Table XVa,b) for it reveals that although the total cognitive percents are similar for teachers and children in both groups in the study, the level of cognition is quite different in the different groups. For both teachers and children in other Salem classrooms, the percent of verbal interactions which were considered Logical Thought were much higher. In the teachers' observations, the Alternative School staff spent considerably more time (38% vs. 29%) on lower level thought processes, simple recall or recognition of facts. Children's cognitive interactions in the Alternative School had more Imaginative Thought (16% vs. 6%) or Thinking with Feeling (18% vs. 10%) to them. The lack of logical thought in the Alternative School may be due in great measure to the sketchiness of the curriculum objectives mentioned earlier, for without a clear picture of the order of skill development it is difficult to work on the steady progression of cognitive learning. The achievement scores which are to be analyzed later in the year may give more data related to this issue.

The BRACE instrument since it only codes verbal interaction does not deal with the psychomotor domain, but mention has already been made of the lack of physical education in the Alternative School. Only a few motor activities were coded during the observation periods (Table IVa,b).

GOAL 6: Thorough, on-going, sensitive evaluation in order to diagnose the strengths and weaknesses of both the individual learners and the program as a whole.

Formal evaluation of students takes place three times a year in the

Alternative School where written progress reports and conferences with parents are combined. Changes have been made this year in the evaluation process because parents demanded more written feedback than had previously been designed. Parents, staff, and administration on the whole seem to be generally pleased this year with the evaluation process. The report card form is informative and open ended. The formal process is very time consuming for the staff. The amount of time teachers should devote to conferences if they are to be effective, appears to be in conflict with the Salem teachers' union regulations.

There appears to be less emphasis placed on formal evaluation of the Alternative School's program as a whole. This could be attributed in many ways to the lack of communication which the staff and director have with each other. A considerable change has come over the school since its inception. With the school beginning last year there was an initial enthusiasm which permeated the school and drew the staff together. Now that the size of the school has increased and the school is in its second year, the spirit has appeared to wane. Organizational problems have increased with the growth of the school. The staff, although all believing in the school's philosophy, do very little sharing between each other. Staff meetings are more profunctory than productive.

Formal program evaluation has been scanty at best. Currently there is a questionnaire being distributed among the parents of the Alternative School to assess the needs of the program, but there is little effort by the staff to evaluate what the strengths and weaknesses of the program are for the purpose of taking positive action for the betterment of the school.

GOAL 7: Staff and support personnel who are creative, energetic, and empathetic, and willing to serve as facilitators and guides.

This is a real plus for the Alternative School but not necessarily unique to the school. All the teachers which this consultant observed in Salem could be described as the above with very little exception. Given the open nature of the classrooms this type of teacher may be demanded. The amount of time and energy required to successfully carry out a more open classroom is sometimes more than what the average teacher is willing to expend.

What is lacking in the Alternative School is experience in teaching in general and training in open education techniques in particular. With the exception of one teacher in the Alternative School all are fairly new to teaching and have had no open education training. In general with training comes efficiency and with experience comes perfection. At times there is a feeling of "trial and error" in the school rather than "wisdom through experience". Workshops in specific open classroom techniques would be beneficial for the present staff. If the school is to be expanded, staff who are experienced in open education or in alternative learning styles would enhance the present staff.

GOAL 8: Parental and community involvement to provide communication, assistance, and enrichment.

All involved in the school have noticed a distinct change in the parental or community involvement this year compared to last year. Two phenomena have probably affected this. First, whenever there is a new event it usually happens that there is a halo effect or "high" which is

generated in the people who are involved. That enthusiasm is conspicuously missing this year. Secondly, whenever an organization becomes larger there is usually less of a feeling of "we're in this together so let's make it work."

The staff reports that the group of parents who were enthusiastic about the school and helped last year are in general the same group who are really helping this year. While attending a parent committee meeting, this consultant learned that there has been a distinct breakdown of committees and lack of enthusiasm by the parents this year. The only committee which is genuinely active except for the Executive Council is the Policy and Evaluation Committee which admits it needs new direction. Their attempt to evaluate teachers this year was met with resentment by the staff. With that evaluation report and other complaints by parents this year, an alienation has developed between staff and parents. The staff's feeling is that there is only criticism coming from the parents, not constructive suggestions which would help improve the situation. The staff also feels that very few parents really know what goes on in the school on a day to day basis. Few parents visit the school. There were very few parents in the school either visiting or helping in the classrooms when this consultant was actively involved in this evaluation. There is no parent volunteer program to get parents involved. Parents do, however, help find materials for the classrooms and have done that task superbly for both years.

The 1975-1976 Supplementary Goals

GOAL 1: Provide children with the basic tools and self-help skills necessary for effective independent study.

Although no formal testing has been done so far this year in the Alternative School except for the second grade students, there appears to be an imbalance in the school as compared to last year in the number of students who are at both ends of the spectrum academically. That is to say, there seems to be more students who are above average or below average in academic ability.

This is not an uncommon phenomenon for an alternative school. Parents who have exceptionally bright children or have children who have not been successful academically in the regular public schools look for learning environments which will enhance their children's academic progress in ways which heretofore were not possible.

This phenomenon, however, creates a situation which directly affects this goal. Most academically capable children are often naturally equipped with self help skills for independent study. In contrast, frequently children who have special learning problems require more help in developing the basic tools for independent study.

Over twenty percent of the students in the Alternative School receive special help in some sort of way daily. In other Salem schools the number ordinarily does not exceed ten percent, according to the Assistant Superintendent. The learning disabilities specialist assigned half-time in the Alternative School claims there are other children besides the twenty children she sees regularly who need help in coping with the learning

environment. It is the feeling of the staff and administration that more guidance and remedial reading help are needed for these children.

The lack of structure in the classrooms in the Alternative School does not ease the problems with the special needs children. Much of the teachers' time, as mentioned before, is taken up with control or redistricting children. In discussing this with the staff, it was discovered that those children who were being redirected or disciplined were often the children with the severest learning needs.

What is distressing about this situation is that when so much time is expended on the children with special needs, the other children, both gifted and average, miss out on learning opportunities which require the teacher's direction or expertise. Independent study is only one aspect of an educational program.

BRACE statistics point out quite vividly how this happens. In table IIa codings for both Major and Minor Contact By Adults in the classroom are recorded. Major Contact describes what the teacher is doing when (s)he is being observed for the majority of the time. Minor Contacts are defined as the interruptions which occur while the teacher is carrying out his(her) major responsibility to one child or to the group. Minor Contacts can be of a substantive or procedural nature. As can be seen in the table, the teachers at the Alternative School make far more minor contacts than the other Salem teachers who were observed (34-21).

This is an area where the student teachers or parent volunteers could be of assistance in the Alternative School classrooms, as the student teachers are in other Salem classrooms. If there were other adults in the

classrooms, children would not have to interrupt the teacher while (s)he is working with students in a directed learning situation.

GOAL 2: Help the child to develop self-motivation and a positive approach to learning.

Much of what was discussed in relation to GOAL 1 in this section relates to self-motivation. As for a positive approach to learning, it is obvious by the tone of the classes and the looks on the children's faces that the children in the Alternative School are on the whole enjoying their school experience. They are excited about the activities in which they get involved. However, there are children who are not as involved as the staff would like. This feeling is also expressed by a number of the parents. This is particularly true for many of the children with special needs who have already been discussed.

From the BRACE statistice in Table VIIIa,b it can be seen that attention was not always high in either study group during instructional periods, but it was particularly lower in the Alternative School when teachers were observed (10 five minute intervals vs. 2 five minute intervals).

This fact would behoove the staff of the Alternative School to take a closer look at the kinds of activities which are going on in their classrooms and what they are doing to facilitate the positive approach to learning.

GOAL 3: Evaluate each child on the basis of his/her progress, and not in comparison with others.

The individualized approach to learning stressed in the Alternative School helps to foster this non-comparative attitude. Since this has been

discussed at length elsewhere, it will not be repeated here. The report card also mentioned elsewhere attempts to describe a child's growth on an individualized basis as much as possible. The full page of the report for teacher's comments helps to personalize the evaluation.

GOAL 4: Encourage independence in learning and initiative in the development of the child's own projects and ideas. This involves the subordination of direct teaching to self-directed exploration and learning.

The majority of this was covered in GOAL 1 of the Original Goals. More needs to be mentioned here about the projects and ideas which children develop in the Alternative School. In several instances when this consultant was observing in the Alternative School children were involved in projects which were generated by the students. Most of those projects were done basically as "messing about" with the materials with few clear goals in mind for the project and with very little additional stretching input from the teacher. Seldom did children have the opportunity to self select projects in the other Salem classrooms, but when that did happen there was always cognitive or affective input on the part of the teacher and clear goals for the endeavor.

GOAL 5: Stress cooperation in work, play, and learning.

In both the Alternative School and in the other Salem classrooms visited, cooperation was very much in evidence. Class meetings held every day, and often more than once a day in the Alternative School, help to foster this. Class meetings provide the students with an opportunity to discuss problems which have come up during the day. Sharing and helping each other in the open environment is encouraged. Parents and staff both

feel this is being accomplished well.

GOAL 6: Maintain awareness of the destructive effects of competition and foster constructive competition.

Individualized instruction helps facilitate constructive competition, however, there are still many parents who feel that due to the multi-aging, destructive competition exists. When this consultant was observing in the Alternative School there were no incidents of competition at all. It is admitted that recess was not formally observed where competition often occurs.

GOAL 7: Maintain respect for the child as a human being and teach the child to respect others and himself or herself.

The BRACE statistics reveal that in all the classrooms which were observed the atmosphere was far more supportive of persons than non-supportive. Seldom were children or teachers making demeaning comments to anyone (Table XXIa,b). In the other classrooms in Salem there were no demeaning comments recorded. In the Alternative School three percent of all children's communication was non-supportive. Again it should be mentioned that no codings were made at recess when these kinds of comments are apt to occur. Several parents who participated in the goals discussion with the consultant were concerned about the lack of respect children had in the Alternative School.

GOAL 8: Help the children become aware of their community culture.

Because this is the Bicentennial year, almost every classroom which this consultant visited was at one time or another involved in some learning experience related to Salem. Bulletin boards were devoted to maps, drawings,

or reports of a historical nature. Field trips have been taken to historic sites in Salem. Teachers say more could be done if financial arrangements could be improved in this area.

Some parents are concerned that not enough emphasis is being placed on the ethnic differences of the children in the school. Because the children come from all parts of Salem there is a richness of ethnicity in the school which should be explored.

GOAL 9: Help the child develop control over his or her movements, tools, and environment through self-discipline and self-organization.

Self-discipline has already been discussed in relation to structure, self-help skills, and self-motivation. One is immediately struck as one enters most of the rooms in the Alternative School that much could be done to work on self-organization as it relates to the tools and the environment. It is difficult when learning involves many materials to keep the classrooms in perfect order at all times, but children's work and the displays in many of the rooms appeared lacking in care. Parts of the displays were missing, torn, or covered over. Children's work was often messy or carelessly written. The floors were often not clean even at the beginning of the day. Materials were often not returned to their assigned places after being used.

Unfortunately in an old building such as the Alternative School is in, it is often more difficult to make the rooms exciting visually, but if this is not attended to, the children will inherit the feeling that they need not care about their property or the environment.

GOAL 10: Help each child develop and appreciate his or her individuality, and whenever possible, allow them to learn through the mode best suited to their individuality.

Much has already been discussed about developing individuality. The only point to add here is regarding learning modes. One of the premises of open education is the assumption that children learn in many different ways and a variety of experiences should be provided to accommodate those styles. Much is being done in this respect within the confines of the materials which are available to the teachers in the school. More could be done with a greater variety of materials available. Particularly missing and effective are audio-visual materials which the other Salem classrooms have. Tapes, records, film loops, filmstrips for individual listening or viewing should be available. The audio-visual equipment should be in good working order at all times. (Both record player and overhead projector were not working when this consultant was in the school).

GOAL 11: In conjunction with parents, reduce the separation of home and school through communication and parental involvement.

As was discussed previously in GOAL 8 of the Original Goals, much could be done to improve this area. Most parents and staff feel that there is good communication when it involves discussions about individual children. However, other involvement is lacking. Many parents feel it is not the fault of the school but of the parents. The majority of the parents are uninvolved. The ones who care are not sure what their role should be. Some of their efforts, as discussed before have been met with criticism by the staff.

The role of the director in this parent-school conflict is crucial. The director has found this year frustrating, for much of his time seems to be spent settling parent teacher differences rather than facilitating ways of bringing the staff and parents together in constructive ways. Lack of administrative training does not help his dilemma. Training in human relations and community involvement would perhaps be beneficial.

GOAL 12: Maintain ourselves open to constructive criticism, suggestions, and change.

All who are involved with the Alternative School want the school to work. There is support from the Central Administration and from the School Board in this endeavor. Both the Superintendent and one member of the School Board have their own children in the school. The director and staff are open to suggestions and change. They do not, as mentioned before, feel they have gotten the kind of help from parents which would be called constructive criticism.

When outsiders visit the school, feedback is requested after their visit. The staff tries to use this feedback as much as possible.

GOAL 13: Provide a chance for parents, other educators, and interested people to observe our school and ask questions. We further feel the obligation to give information and assistance to anyone interested in adopting our concept in their own classroom or school system.

Two days a week the school is open for visitors to observe and ask questions. The staff and director are most generous with their time when parents or other visitors are in the school. Although there have been many visitors from the outside, the staff feels disappointed with the number of parents who have not yet visited the school, particularly the ones who also

are critical of the school.

Much needs to be done to educate the rest of the Salem community about what goes on in the Alternative School. Most of the other Salem classroom teachers whom this consultant observed knew very little about what went on in the Alternative School. Both staff and administration in the school feel that there are many Salem residents who feel that the school is for special needs children or a private school separate from the public school system. Some Salem taxpayers who do know that it is a public school are not educated enough as to the financial aspects of the school. It should be made clear that the per pupil cost is the same as for other schools but that bus costs and building rental costs are necessary.

GOAL 14: Provide a vehicle for parental representation in the decisions that will affect the education of our children.

The Executive Council, as the parental governing board of the school, provides this decision making vehicle. However, if this council is to work effectively it needs to involve the school staff more and have a clear understanding of its decision making powers. Up to this spring there was no staff representation on this board. Without cross communication between home and school on a regular basis the council will operate in a vacuum, not knowing what the school issues are.

Usually in public schools, decisions are made by the school's administrators. The role of parents as decision makers for schools is a new concept and not clearly defined as yet. It should be spelled out carefully which decisions can be made by parents and which must be made by administrators.

If parents are making decisions which later are put aside by administrators, the parents do not really have a role in decision making at all. It is at this point when parents once again become uninvolved in the educational process.

CHAPTER III

RECOMMENDATIONS FOR THE IMPROVEMENT OF THE ALTERNATIVE SCHOOL

The purpose of the previous chapter was to detail the strengths and weaknesses of the Alternative School in the context of the goals which the school intends as its educational focus. This kind of discussion of the goals enables persons involved in the school's operation, and others who are interested in the progress and evaluation of alternative schools, to examine the successes and trouble spots of an institution which is still in its beginning stages.

The intention of this chapter is to outline the specific recommendations which this consultant feels should be considered for the further development and/or expansion of this alternative school concept in Salem.

Instructional Program

1. The Alternative School has drawn up two sets of goals for the school in the past two years. As this consultant worked with those goals, it was clear that some were more operational than others. Goals are intended to be general in nature, however, for each goal it should be possible to spell out several behavioral objectives which would operationalize each goal.

A major task which the staff, administration, and parents need to tackle in the near future is to rewrite the goals, making one list with no overlappings and intended outcomes written out clearly. Specific objectives must be written particularly for the cognitive, affective, and psychomotor domains of the curriculum. This will help teachers to have a clearer picture of the

sequential development of the skill areas, whether they choose to teach them as separate subjects or in an integrated manner.

2. Written definitions of words such as child-centered, open classroom, structured, etc. as it relates to the Salem Alternative School should be made. These words have different meanings for different people. There would probably be less criticism of the school if those words were clearly understood from the beginning of the school year.

3. Many more materials need to be purchased or obtained in order for the teachers to effectively work with individual children of all ability levels. If textbooks are not to be used, other materials, such as individualized kits or programs, packaged learning games, and audio visual materials and equipment, would greatly enhance the materials as they exist now.

If real life experiences are to be encouraged, there should be ways of facilitating field trips, such as more bus money or allowing parents to transport children without insurance problems.

4. There is a great need for more specialist's time, particularly for physical education. The learning disabilities teacher could easily be used full time in the school with additional help from a reading specialist and/or guidance personnel also. A resource room should be made available in the school where the learning disabilities specialist is able to work without interruption.

Administration

1. The central school administration in Salem needs to help the whole Salem community to understand what the Alternative School is about. Visits should be encouraged by taxpayers, other classroom teachers, and parents in

particular. Much can be done to inform citizens through newspaper articles such as the article which appeared in the Beverly Times, March 15, 1976. Regular open meetings to discuss educational alternatives would benefit the whole Salem community.

2. The director of the Alternative School is in a key position for making the school work. He has a very difficult role whereby he must work closely with the staff, students and parents. His position, as it currently exists, is somewhere in between teacher and administrator, a situation which may cause considerable role conflict for him. It would be wise to make the director a principal so he clearly understands his administrative responsibilities.

It would be beneficial for the director to increase his administrative capabilities. Leadership training would be advisable. In addition, courses in human relations and community development should be recommended to him.

Much work needs to be done on enhancing staff relations. The director and the staff should be in agreement as to the philosophy of the school so that they can work together on improving the school. Staff meetings need to become more productive. They should be used to discuss major issues and to decide what action is necessary. The meetings should not be used for conveying small administrative details which could as easily be written out in a daily memo to the staff.

Staff Relations and Professional Growth

1. The staff needs to work together for the sake of continuity and total school direction. Regular meetings should be set up with the whole

staff and with subgroups of the staff to deal with issues related to grade levels and curriculum areas. Specialists should be included in these meetings as much as possible so that they understand what the teachers are trying to achieve with the integrated, open curriculum.

In-service workshops should be offered in the school or taken at other institutions which would increase the staff's knowledge of certain aspects of the goals which they are trying to achieve. Workshops in Montessori methods, basic skills within an integrated curriculum, the creative arts, open education, or working with special needs children in an open classroom would be appropriate at this time.

Services to Students

1. If the school wishes to continue to focus on individualized instruction, it is crucial that the staff have more help in effectively carrying this type of instruction out in the classroom. A teacher cannot possibly individualize all by her/himself in the classroom all day. Instructional aides must be provided either on a paid basis or as volunteers. More effort should be placed on obtaining student teachers so that there can be help in the classrooms almost full time during the entire year. A volunteer coordinator should be engaged who would help to find parents or other Salem citizens (senior citizens are often very good resources) who would be willing to volunteer in the classrooms on a regular basis.

2. Little has been discussed prior to this point about the school building as an educational facility or other services which are not directly related to what goes on in the classrooms. On the whole the building, although old, works well for the school's purposes. The possibilities for

expanding the school within the present building are also good.

The office of the school is far too small for everything which currently gets accomplished in there. A separate nurse's room should be found. The director needs a quiet place to work or to be able to talk privately with students, staff, parents, or other visitors. The room now used for the office is best suited for one secretary or aide who serves as an administrative assistant.

Much research has been done on the environmental impediments to successful learning. Heat and light need to be regulated more evenly in the rooms in which children are to work during the day. One small conference room assigned to the specialists was too cold to work in for the majority of the winter months. As mentioned before, the learning disabilities teacher needs a resource room which does not also serve as a storage room, music room, and a science room.

School Community Relations

1. The best way to build healthy community relations is to get the parents into the school. Most parents who know what is truly going on in the school are apt to be far more enthusiastic. This involves more than a once a year visit. Helping in the school should be encouraged, either as volunteers in the classrooms or on committees which assist the school in other ways. The appropriate committees where the parents can really help the school should be revived and given specific tasks to do.

2. The decision making power of the parents must be clearly spelled out. Decisions which are only administrative decisions should be outlined. The parents should work within the framework which is rightfully theirs

without expending extra energy on issues which they have no real control over. The staff and parents should work much more closely together so the parents can help the staff in the progress of the school. Staff should be represented on every parent committee so that close communication can be encouraged.

CHAPTER IV

THE ALTERNATIVE SCHOOL CONCEPT FOR SALEM

In the first chapter of this report the whole issue of alternative learning within the confines of a public school system was discussed. In this final chapter it is important to discuss the Salem Public Alternative School in relation to the educational system which Salem administrators provide the residents. In the previous chapter the assumption was being made that the Alternative School was a viable educational operation and at this point in time it should be viewed as off to a good beginning but having areas which need improvement. This does not deal with the question of whether Salem should continue to have an alternative school.

Leonard Stevens (1976) writes that there are several different kinds of school reform, "...some or most of which is intended to refine schools in their existing form, others to redesign the very foundations of schools." (p. 371) The Salem Alternative School attempts to do a little of both with some success. Primarily in its organizational structure and educational product, the Alternative School is attempting to refine what already exists elsewhere in Salem.

Open education is not new to Salem. This consultant observed five excellent open classrooms in four different schools in Salem as part of this study. None of the Salem schools which this consultant observed were totally open schools. Several schools were not suggested to this consultant at all because of their very traditional nature. What is unique about the

Alternative School is that the whole school ascribes to an open philosophy and enrollment is open to all Salem residents.

What needs to be weighed at this point in time is whether the Alternative School given its strengths and weaknesses as outlined in previous chapters is worth continuing, or whether there are other ways of providing the educational options which parents desire in the neighborhood schools.

This consultant feels that the Alternative School community has worked hard to get the school started. It is much too soon to give up the project. It must be remembered that this school had only been open for a little less than two years when this evaluation was completed. The recommendations made in this report will help the school considerably in focusing in on its weak spots.

This statement does not preclude the fact that this consultant also recognizes that alternatives of the same sort, since they are already offered in several neighborhood schools, could be incorporated in other neighborhood schools, thus eliminating the need for an alternative school altogether.

If the neighborhood schools were to provide open education options, it must be recognized that consistency must also be provided from kindergarten to sixth grade so that the children aren't in a traditional class one year and an open class the next. This unfortunately is happening in several of the other schools this consultant visited.

Providing alternative options requires assessing the need for options.

As is becoming evident in the Alternative School there may not be that much more of a demand for open education. This year the Alternative School had expected to enroll at least 120 students. The current enrollment is only 108. If there is only a small demand for open education, an alternative school may be a far better solution with regard to staffing and resources than providing alternative options in all the neighborhood schools.

The addition of a sixth grade in the Alternative School is being considered for next year. It seems logical to include a sixth grade as then it would include all the elementary grades. However, it should not be done without discussing several other issues. Again the enrollment numbers should be examined. What is the best number for an alternative school? Does Salem have enough students to fill this enrollment?

In addition, what is the best combinations for multi-aging? How do sixth graders fit into this pattern?

Moreover, if it added another grade next year, what will happen the following year? Should the junior and senior high schools institute an alternative school also so that these students may proceed in the manner in which they are accustomed? What happens to these students if they return to more traditional classrooms? Is the sixth grade a good place to begin this transition if they must return to the other style of classroom?

All of this discussion is related to the refining of schools. What is really unique to Salem in this alternative endeavor is the potential change in authority with a new role for parents. With the decision making power which parents have in this school, the school begins to redesign the

foundation of the educational system. It is assumed in most school systems that the administration and school board make the majority of decisions affecting schools. Here in the Alternative School the parents have been offered or have been encouraged to shape the educational decisions for the school. It appears this year as though this is becoming threatening to the staff and confusing to the parents. The staff worries about the parents' position and the parents aren't quite sure how much they really can do, but the possibilities of this new authority base is potentially exciting. This power currently needs clarification and direction. This school could serve as a decision making model for other schools in Salem in the future.

In summary, the Alternative School is still in its infancy stage. There are definite strengths and weaknesses at this point in time. The areas which need to be improved are fairly easily remedied with effort being applied by all parties involved. The alternative concept offers many new possibilities to Salem which should not be overlooked.

Date	Consultant Activity
Monday, February 2	Meeting with Salem School Committee
Wednesday, February 11	Interview with Sergio Pirrotta, Director of Alternative School
Tuesday, February 24	Interview with Staff of Alternative School
Wednesday, February 25	Interview with Group of Parents at Alternative School
Friday, March 5	Interview with Dr. Alan Schaefer, Superintendent of Schools and Mr. Joseph Salerno, Asst. Superintendent of Schools
	Interview with Mr. George Higley, Principal of Oliver School
	Participate in Progress and Evaluation Committee of Alternative School
Friday, March 12	Observation, Horace Mann School Ms. J. Bagley, Grades 2-3 Ms. P. Welch, Grades K-1
Monday, March 15	Observation, Alternative School Ms. K. Tivnan, Grade K Ms. M. Elkins, Grades 3-4-5
Tuesday, March 16	Observation, Alternative School Ms. H. Mueller, Grades 1-2 Mr. H. Eberhart, Grades 3-4-5
Friday, March 19	Observation, Alternative School Ms. M. Elkins, Grades 3-4-5
Monday, March 22	Observation, Horace Mann School, South Mr. H. Rosen, Grades 4-5
Tuesday, March 23	Observation, Horace Mann School Ms. J. Bagley, Grades 2-3 Ms. P. Welch, Grades K-1

Tuesday, March 30	Observation, Alternative School Ms. D. Schott, Grades 1-2
Friday, April 2	Observation, Bates School Ms. K. Sweeney, Grades 4-5 Ms. S. Jaworski, Grades 4-5
Tuesday, April 6	Observation, Carlton School Ms. A. DeVoe, Grade 2
	Interview with Ms. C. Tuttle, Learning Disabilities Specialist Alternative School
	Participate in Staff Meeting, Alternative School

APPENDIX B

THE BRACE OBSERVATION INSTRUMENT

[redacted] STREET COLLEGE OF EDUCATION
[redacted] WEST 112th STREET
NEW YORK 10025

BRACE

Side 1 (ACL)
Communication Categories
Developed by Garda W. Bracken

SPEAKER (Subject): A Particular child (1) A child in rotation (2) Teacher [ ] (3) Para [ ] (4) Other [ ] (5) (Code ONE Speaker at time) [1]

STANCE / MODE	TO CHILD (C) INITIATE (I) Card 5	TO CHILD (C) ASK (A) Card 5	TO CHILD (C) RESPOND (R) Card 5	TO GROUP (G) INITIATE (I) Card 5	TO GROUP (G) ASK (A) Card 6	TO GROUP (G) RESPOND (R) Card 6	TO ADULT (A) INITIATE (I) Card 7	TO ADULT (A) ASK (A) Card 8	TO ADULT (A) RESPOND (R) Card 9	
OF LEARNING — ACCEPTING, ENCOURAGING (ae)										[2/3]
OF LEARNING — EXTENDING, CLARIFYING (ec)										[4/5]
OF LEARNING — RECOGNIZING SPECIFIC ACCOMPLISHMENT (a)										[6/7]
OF LEARNING — STIMULATING SELF-CORRECTION (sc)										[8/9]
OF PERSON — Showing WARMTH to others, AFFECTION (w)										[10/11]
OF PERSON — Showing HUMAN INTEREST in others' [illegible] (hi)										[12/13]
THROUGH MGMT. — REDIRECTING, GUIDING ACTIVITIES (dir)										[14/15]
THROUGH MGMT. — CALM, RATIONAL CONTROL [illegible] (cc)										[16/17]
LOGICAL THOUGHT processes (lt)										[18/19]
IMAGINATIVE THOUGHT processes (it)										[20/21]
LOGIC & IMAGINATION COMBINED (li)										[22/23]
THINKING with overtones of FEELING (tf)										[24/25]
INFORMATION, FACTS, simple recall or perception of facts (i)										[26/27]
POSITIVE FEELINGS (internal) (pf)										[28/29]
NEGATIVE FEELINGS (internal) (nf)										[30/31]
HUMOR, Kidding (h)										[32/33]
NEEDS, DESIRES (nd)										[34/35]
DIRECTING, PROCEDURAL (dp)										[36/37]
PERMISSION (p)										[38/39]
CORRECTING INFORMATION (c)										[40/41]
GENERALIZED PRAISE (gp)										[42/43]
ACKNOWLEDGEMENT without interest or encouragement (ak)										[44/45]
Indicating GAIN/LACK OF KNOWLEDGE/SKILL (lk)										[46/47]
SOCIAL AMENITIES (sa)										[48/49]
VAGUE comments (v)										[50/51]
DEMEANING comments and/or HOSTILITY (dc)										[52/53]
HARSH, PUNITIVE CONTROL of BEHAVIOR (hc)										[54/55]

Punch items in this frame on the 9th Card only

Single Code. Make entry below ONLY

PRESENTING INFORMATION (PI)	[56/57]
PRESENTING THOUGHT PROVOKING MATERIAL (PI)	[58/59]
READING ALOUD (1 PERSON) TO AUDIENCE (Ra-1)	[60/61]
READING ALOUD TO SELF (Ra-s)	[62/63]
NOT CODABLE (NC)	[64/65]

Double Code. Make entry below AND in other appropriate place

SPEAKING OR READING IN CHORUS (SR ch)	[66/67]
SPEAKING TO SELF (S-s)	[68/69]
INACCURATE STATEMENTS (IS)	[70/71]
ONE WORD, MINIMAL COMMENT (OW)	[72/73]
HIGHLY ELABORATED COMMENT (HE)	[74/75]

Type of Adult present: Teach [ ] (1) Para [ ] (2) Both [ ] (3) Other [ ] (4) None [ ] (5) [76]

Position of Observation in Sequence [ ] [77/78]

BANK STREET COLLEGE OF EDUCATION
610 WEST 112th STREET
NEW YORK 10025

BRACE

Duration of Observation: 1' [ ] (1) 1½' [ ] (2) 2' [ ] (3) 2½' [ ] (4) 3' [ ] (5) 3½' [ ] (6) 4' [ ] (7) 4½' [ ] (8) 5' [ ] (9) [35]

Time Observation Concluded a.m. (1) p.m. (2) [36] **Cumulative Time**

SIZE OF GROUP OBSERVED: 1 child [ ] (1) 2 [ ] (2) 3 [ ] (3) 4-6 [ ] (4) 7-12 [ ] (5) 13-20 [ ] (6) Whole Class [ ] (7) [37]

ADULT ROLE

Check When Subject Is An Adult:	Role of Subject Re: Major Contact [38]	Role of Subject Re: Minor Contacts	Role of Other Adult Re: Subject's Major Contact [46]
Directs Activity Continuously	[ ] (1)	[39]	[ ] (1)
Gives Substantive Assistance: Contact Initiated By Adult	[ ] (2)	[40]	[ ] (2)
Gives Substantive Assistance: Contact Initiated By Child	[ ] (3)	[41]	[ ] (3)
Gives Procedural Assistance Only: Contact Initiated By Adult	[ ] (4)	[42]	[ ] (4)
Gives Procedural Assistance Only: Contact Initiated By Child	[ ] (5)	[43]	[ ] (5)
Is Basically A Participant Not A Leader	[ ] (6)	[44]	[ ] (6)
Observes Activity But Does Not Participate	[ ] (7)	[45]	[ ] (7)
Is Basically Unrelated To Activity	[ ] (8)		[ ] (8)

Check When Subject Is A Child:	Role of Teacher [47]	Role of Paraprofessional [48]
Directs Activity Continuously	[ ] (1)	[ ] (1)
Gives Substantive Assistance: Contact Initiated By Adult	[ ] (2)	[ ] (2)
Gives Substantive Assistance: Contact Initiated By Child	[ ] (3)	[ ] (3)
Gives Procedural Assistance Only: Contact Initiated By Adult	[ ] (4)	[ ] (4)
Gives Procedural Assistance Only: Contact Initiated By Child	[ ] (5)	[ ] (5)
Is Basically A Participant Not A Leader	[ ] (6)	[ ] (6)
Observes Activity But Does Not Participate	[ ] (7)	[ ] (7)
Is Basically Unrelated To Activity	[ ] (8)	[ ] (8)

CHILD ROLE IN SETTINGS

Form of Activity: [49]

- Independent Activity (one child working alone) [ ] (1)
- Adult/One Child Activity [ ] (2)
- Parallel Activity (children working individually in close proximity)
  - with UNIFORM products [ ] (3)
  - with DIFFERENT products [ ] (4)
- Joint Activity (children working cooperatively) [ ] (5)
- Collective Activity (group with single focus) [ ] (6)

Content of Activity: [50/51]

- Math [ ] (01)
- Language Arts [ ] (02)
- Reading [ ] (03)
- Creative Writing [ ] (04)
- Social Studies [ ] (05)
- Science [ ] (06)
- Graphic [ ] (07)
- Manipulative [ ] (08)
- Motor [ ] (09)
- Fantasy [ ] (10)
- Discussion [ ] (11)
- Reading to Children [ ] (12)
- Card or Board Games [ ] (13)
- Music [ ] (14)
- Integrated [ ] (15)
- Other [ ] (16)

Base of Activity: [52]

- Based on Child/Children's Real Experience [ ] (1)
- Not Based on Child/Children's Real Experience [ ] (2)

Nature of Activity: [53]

- Abstract Activity [ ] (1)
- Manipulative Use of Material:
  - Expressive Activity [ ] (2)
  - Structured Activity [ ] (3)

Choice of Activity: [54]

- Adult Planned As To Content and Timing
  - with NO other options [ ] (1)
  - with other options [ ] (2)
- Planned Jointly By Child/Children with Adult [ ] (3)
- Self Selected As To Content Only [ ] (4)
- Self Selected As To Timing Only [ ] (5)
- Self Selected As To Both Content And Timing [ ] (6)
- Not Enough Evidence [ ] (7)

Child Communication to Adult: [55]

- Mostly Child Initiated [ ] (1)
- Mostly Adult Solicited [ ] (2)
- Frequently Choral [ ] (3)
- Basically Listening [ ] (4)
- None (adult present) [ ] (5)
- None (no adult present) [ ] (6)

Peer Communication: [56]

- Essential or Likely [ ] (1)
- Unlikely But Not Prohibited [ ] (2)
- Inappropriate [ ] (3)
- Prohibited [ ] (4)
- Impossible (no other child in close proximity) [ ] (5)

NONVERBAL BEHAVIOR RATINGS (check all that apply)

	To Child	To Group	To Adult
Subject Shows Friendliness, Affection, Support	[ ] [57]	[ ] [58]	[ ] [59]
Subject Shows Hostility, Anger	[ ] [60]	[ ] [61]	[ ] [62]

CHILD INVOLVEMENT IN ACTIVITY [63]

- High Attention Or Involvement In Activity [ ] (1)
- Mixture Or Moderate Involvement In Activity [ ] (2)
- Low Attention Or Involvement In Activity [ ] (3)

BEHAVIOR RATINGS (check and discuss all that apply in the boxes below)

Subject misses opportunity to respond to, clarify, or extend a child's thinking [ ] [64]	Subject copes with stress situation [ ] (1) [65] Subject fails to cope with stress situation [ ] (2)	DESCRIPTION OF ACTIVITY [68/76]
Subject acts in way which contradicts own words [ ] [66]	Subject disrupts ongoing activity [ ] [67]	

Duration Of Observation In Sequence [ ] [77/78] Card [ ] [79/80]

DIRECTIONS FOR CODING

Please read these directions carefully and re-read just before coding. Refer back to the form when reading each direction.

GENERAL DIRECTIONS

Code only one subject at a time on a given day. [The subject may be a particular child, different children (coded in rotation, selected at random), a teacher, a paraprofessional, or another adult such as an intern or parent. Occasionally two or three adults are coded.]

Code for not less than one minute and not more than five minutes, rounding off the time to the nearest half minute on the data sheet.

Code the subject for as long as possible up to five minutes in a given observation.

When the subject is a child, stop coding if the activity terminates, if the adult role changes, if the composition of the group is drastically altered, or if the subject leaves the group.

When the subject is an adult, do not stop coding unless the adult role changes with respect to a given group.

If the adult subject moves to another group, continue coding, and indicate on Side 2 the adult's major and minor activities during the five minute interval.

Enter the duration in the appropriate place on Side 2 of the data sheets as long as the observation has continued for at least one minute, as measured by a stop watch.

Discard the data sheet if you had to stop coding before one minute had elapsed.

If there is a brief interruption like an announcement over the intercom and the activity is then resumed, continue coding after the interruption and adjust the time accordingly.

Complete sixty minutes (one hour) of recorded observation for each day in a given classroom. [This means at least 12 data sheets — the number required if all observations last the full five minutes. More data sheets will be needed if there are some shorter observations.]

Use as many data sheets as are required for the hour of recorded observation of the subject observed that day. Use loose data sheets, if necessary, and staple them to the booklet. [A full hour provides the representative sample which is required for a formal research design. Pre-tests revealed that it is not realistic to expect more than an hour of recorded observation. If, however, the data are to be used for informal feed back, the duration of the observation is not so crucial.]

12. When the subject is "children in rotation", code one child after another never repeating a child you have already coded.
13. Select children at random, alternating boy and girl, and eliminating children with some abnormal condition such as extreme withdrawal, acting out behavior, or apparent severe learning difficulty. [If such a problem is discovered after you start coding, discard the data sheet.]
14. Speak to the teacher(s) before class begins to establish rapport and to check the class schedule. [You need to know when the children will be available for coding and when they will be away from the classroom (e.g. for gym) so as to organize your own time schedule.]
15. Use the first ten or fifteen minutes to orient yourself to the classroom before you start coding.
16. Rest for five minutes between each observation unless a prolonged interruption like gym or a guest speaker has shortened the day to a point where it is difficult to record one full hour with rests as long as five minutes.
17. Try to avoid communication with subject, while coding. Discard data sheet if subject insists on talking to you or is watching you.
18. Be as unobtrusive as possible to minimize subject's discomfort.
19. At the end of the day's observation, check the whole booklet carefully to make sure that the identifying data have been filled in accurately and completely on the cover and on each data sheet. Use the numbers for the month, day and year, not the words.
20. Fill in the same number on Side 1 and Side 2 of each data sheet for "Position of observation in sequence." [This item is located at the bottom of each Side and is numbered 77/78. It refers to the order of each total observation, thus linking ACE and BORIS. The numbers will run from 1 to 20 if all the data sheets in the booklet are used. Each data sheet has two Sides, one for ACE and one for BORIS.]

ACE AND BORIS DIRECTIONS

SIDE ONE — ANALYSIS OF COMMUNICATION IN EDUCATION (ACE)

(Categories are defined in the Definitions on the inside front cover.)

1. Check at the top of the page the type of speaker (subject) whose comments you are going to code on that page.
2. Do not code what anyone else says. [However, it is important to listen to comments by others so as to put the subject's communication in context.]
3. Locate the substance (WHAT is said) on the left side of the grid.
4. Locate the flow (TO WHOM it is said) across the top of the grid.
5. Locate the mode (HOW it is said) across the top of the grid just under the flow selected.
6. Identify the appropriate cell for each comment by the point where the line which best describes its substance intercepts the column which indicates its mode and flow. Enter a tally mark (||| |||) in the appropriate cell in the ACE grid for every unit of thought expressed by the subject. [A unit of thought may be a word, a phrase, a sentence or several brief sentences (up to 10 seconds). A comment is deemed one unit of thought if the flow, mode and substance do not change during the 10 second interval.]
7. For prolonged comments in which the flow, mode and substance do not change, repeat entry every 10 seconds.
8. Enter tally marks for units that are coded for substance only at the bottom of the page below the grid on the left hand side. [These are "single coded" because they are coded only once — outside the grid.]
9. Enter tally marks for units that are "double coded" not only in the appropriate place (in the grid or on the left below the grid) but also in the space below the grid on the right hand side.

SIDE TWO — BEHAVIOR OBSERVATION RATINGS IN SETTINGS (BORIS)

(Categories are defined under Definitions on the inside back cover.)

Check the identifying data at the top of SIDE TWO with respect to:

— **Duration of Observation** (rounded off to the nearest half minute).

Time Observation Concluded.

Cumulative Time: Enter the number of minutes of observation thus far accumulated.

SIZE OF GROUP OBSERVED: Check the appropriate option to describe the number of children who were present for the majority of the time, if the number fluctuates) in the observed activity. When the subject is an adult this choice is made with respect to the group identified as the major contact. When the subject is a child this choice is made with respect to the group with which the child is identified.

ADULT ROLE WHEN SUBJECT IS AN ADULT: Check the appropriate item(s) under each of the ADULT ROLE headings in the top frame. These are:

Role of Subject Re: Major Contact. Select the **one** option which best describes the subject's relationship to the observed activity (or to the group receiving the subject's most sustained contact, if more than one activity was observed). Note that in situations where adult rendered both substantive and procedural assistance, the former takes priority in coding. If, during the day of observation, the subject spends long periods of time engaged in non-child centered tasks (e.g. washing paint brushes; filling out administrative forms) check the role "Is Basically Unavailable or Unrelated to Activity" and go directly to the space headed Description of Activity to describe the situation. (Obviously it is not desirable to observe an adult in such a situation. However, if these situations occupy a significant portion of the adult's day, it becomes difficult to avoid such observations and still obtain the 60 minutes of recorded observation necessary for obtaining a representative sample of behavior over the course of the day).

— **Role of Subject Re: Minor Contact.** Check the options which describe the subject's role enactment with groups other than the one identified as the major contact during the observation. Each group occupying the subject's attention or involvement for a smaller portion of the observation gets counted and marked in terms of the role designation which applies. This is the only information recorded about the groups comprising the subject's minor contacts since all other BORIS categories are to be checked with respect to the group with which the subject had major contact.

— **Role of Other Adult Re: Subject's Major Contact.** Check the **one** option which best describes the relationship of the adult who is not the subject, to the group with which the subject has major contact. If more than one other adult is present check the option which represents the most active role observed. (The hierarchy is indicated under **Adult Role** in the instrument — Category 1 is most active; Category 8 is least active.)

4. ADULT ROLE WHEN SUBJECT IS A CHILD: Check the appropriate item under each of the ADULT ROLE headings in the second frame. These are:
   — **Role of Teacher.** Check the **one** option which best describes the teacher's relationship to the observed child's activity. If more than one teacher is present check the option which represents the most active role observed.
   — **Role of Paraprofessional.** Check the **one** option which best describes the paraprofessional's relationship to the observed child's activity. If more than one paraprofessional is present check the option which represents the most active role observed.
5. CHILD ROLE IN SETTINGS: Check **one** option under each of the CHILD ROLE headings (including Form, Content, Base, Nature, and Choice of Activity, Child Communication to Adult; and Peer Communication) to describe the characteristics of the observed activity. When the subject is an adult these choices are made with respect to the group identified as the major contact. When the subject is a child these choices are made with respect to the group with which the child is identified.
6. BEHAVIOR RATINGS: Check and, where indicated, discuss any of the behaviors listed which apply to the subject observed. More than one option may be checked.
7. CHILD INVOLVEMENT **WHEN SUBJECT IS AN ADULT:** Check the **one** option which best describes the overall level of involvement for the children in the group comprising the adult's major contact. This rating is made in reference to the group as a whole and not for any particular child.
8. CHILD INVOLVEMENT **WHEN SUBJECT IS A CHILD:** Check the **one** option which best describes the overall level of involvement of the subject-child only.
9. DESCRIPTION OF ACTIVITY: Give a brief description of the activity (or activities) observed. Be sure to include specifics not adequately described by the other **BRACE** categories.

DEFINITIONS

Please study definitions before coding, and re-read as needed — the category titles are merely cues. They are not clear without definitions.

SIDE ONE — ANALYSIS OF COMMUNICATION IN EDUCATION (ACE)

A. FLOW (at top of grid)

Indicates person TO WHOM subject spoke, including:

To an individual CHILD

To the GROUP which is being observed: both the adult(s) and other children, or to no one in particular.

To an ADULT

B. MODE (at top of grid under Flow)

Indicates HOW the subject spoke, including:

— **INITIATE:** To make an unsolicited, voluntary, self-initiated statement.

ASK: To pose a question.

— **RESPOND:** To reply to a question or to react to what was said by another, even if no question was asked.

C. SUBSTANCE (at left of grid)

Indicates WHAT was said by the subject, including:

1. SUPPORT OF LEARNING

— **ACCEPTING, ENCOURAGING:** Accepting in the psychological sense — e.g. showing interest, attention, possibly repeating another's words in an encouraging tone.

— **EXTENDING, CLARIFYING.** Building upon another's ideas to make them more understandable and meaningful, not clarifying one's own previous comment.

— **RECOGNIZING SPECIFIC ACCOMPLISHMENT:** Clearly indicating some special aspect of an accomplishment, as opposed to generalized praise.

STIMULATING SELF-CORRECTION: Asking someone to think again, to correct inaccuracies or suggesting a way of finding the correct information, etc.

SUPPORT OF PERSONS

— **Showing WARMTH to others, AFFECTION** through what is said, not through non-verbal communication alone. However, the expression of the face and the gestures often interpret the intent of the words. Intent is always the determining factor, not the form of the comment.

— **Showing HUMAN INTEREST** in other's comfort, out-of-school life, etc.: Showing interest in another as a person, not merely as a learner. The key word is interest. If the speaker shows strong, positive feelings toward another (as opposed to concern) it is coded as warmth and/or affection (above).

SUPPORT THROUGH MANAGEMENT

— **REDIRECTING and/or GUIDING ACTIVITIES:** Suggesting a new activity which will prevent conflict between children, will meet some special need, will be of particular interest to a child/children, or will give an opportunity for a child to use any unique strength. Guiding may include the adult's explanation of a direction.

— **CALM, RATIONAL CONTROL of behavior:** Reminding a disruptive child or an unruly group of agreed upon limits, explaining rationale for expected behavior, or reprimanding a person(s) who is out of order, without evidence of anger in the tone of voice or gestures.

4. COGNITION

— **LOGICAL THOUGHT processes:** Rational thinking about real situations, e.g. sorting, classifying, fitting present experiences to stored understandings, applying a rule, drawing conclusions from evidence, explaining rationale, describing situations re: purpose, generalizing, etc. What is said may be a fact but if it requires rational thinking, the comment is coded under this category **NOT** under "Information Facts" below. The decision depends in part on the age of the person coded. What requires thought for a young child might be simple recall for an adult.

— **IMAGINATIVE THOUGHT processes:** Thinking in the abstract, ideational realm, e.g. fantasizing, empathizing, giving opinions, evaluating, suggesting future action, conjecturing, predicting, etc.

— **LOGIC and IMAGINATION COMBINED:** Making a logical comment about a fantasy or "pretend" situation, or a conjecture which is based on logic, etc.

— **THINKING with overtones of FEELING:** Expressing any combination of thinking and feeling, e.g. logical thought expressed with emotion, or an expression of strong feeling combined with rationale for same.

— **INFORMATION, FACTS, simple recall or recognition of facts:** Providing information which involves no complicated thought processes, affect or support, e.g. labeling, recognizing physical or social attributes, relating own experiences in a factual manner.

5. AFFECT

— **POSITIVE FEELINGS (Internal):** Expressing feelings that are pleasant for the speaker, e.g. enthusiasm, pride, general well being, pleasant anticipation. If the positive feelings are directed toward another, it is coded under "warmth, affection", (above).

— **NEGATIVE FEELINGS (Internal):** Expressing reactions that are unpleasant for the speaker, e.g. anxiety, frustration, fear, guilt. This includes disparaging comments about some one who is not present. If the negative feelings are directed against a person who is present, they are coded as "demeaning comments or hostility", (below).

— **HUMOR, kidding:** Making an obvious joke or even a negative comment in a joking tone, without intention to hurt the person addressed.

— **NEEDS, DESIRES:** Indicating that something is required or wanted.

6. ROUTINE MANAGEMENT

— **DIRECTING, PROCEDURAL:** Instructing others what to do in routine procedures, not directing as in leading or guiding activities.

— **PERMISSION:** Either requesting or granting permission.

7. ROUTINE FEEDBACK

— **CORRECTING INFORMATION:** Pointing out an error that has been made without an effort to help the person find the error for himself.

— **GENERALIZED PRAISE:** Lauding without any clear indication of what has been deemed praiseworthy, e.g. "Good boy!", "Fine!", etc. However, a non-verbal cue pointing out what is being praised would render the generalized comment specific and would be coded under "Recognizing specific accomplishment" (above).

— **ACKNOWLEDGEMENT without interest or encouragement:** Responding with "Yes" or "OK" or repeating what another has said in a perfunctory way. If another's comment is repeated with interest and encouragement, it is coded under "Accepting, encouraging" (above).

8. OTHER ROUTINE COMMUNICATION

— **Indicating OWN LACK OF KNOWLEDGE OR SKILL.** Saying, in effect, "I don't know," or "I can't do it."

— **SOCIAL AMENITIES:** Using expressions such as "Hello", "Thank you."

— **VAGUE comments:** Commenting audibly but without any clear meaning.

9. HARMFUL COMMENTS

— **DEMEANING comments and/or HOSTILITY:** Expressing anger, sarcasm, etc. intended to hurt person(s) present.

— **HARSH, PUNITIVE CONTROL of BEHAVIOR:** Maintaining order by command, reprimand or threat of punishment.

D. ITEMS PLACED OUTSIDE GRID

1. SINGLE ENTRY: TALLY MARKS ENTERED BELOW GRID ONLY

— **PRESENTING INFORMATION:** Giving pre-planned input of facts in lecture, demonstration or report.

— **PRESENTING THOUGHT-PROVOKING MATERIAL:** Giving pre-planned input of challenging material in lecture, demonstration or report.

— **READING ALOUD (1 PERSON) TO AUDIENCE:** by an individual (teacher or child) to an audience.

— **READING ALOUD TO SELF,** including moving the lips almost silently.

— **NOT CODABLE:** Comments which cannot be heard or understood or which do not fall under any of the above categories. Comments in a language unknown to the observer fall in this category.

2. DOUBLE ENTRY: TALLY MARKS ENTERED BOTH BELOW AND IN OTHER APPROPRIATE PLACE.

— **SPEAKING OR READING IN CHORUS:** Even if only two of the group speak in unison or read together.

— **SPEAKING TO SELF:** Making a remark that is not addressed to others. (Flow is indicated as **to child** if speaker is a child, and as **to adult** if speaker is an adult.)

— **INACCURATE STATEMENTS:** Making a comment which is obviously at variance with the facts.

— **ONE WORD, MINIMAL COMMENTS:** Making an unelaborated comment when a fully developed comment is more appropriate.

— **HIGHLY ELABORATED COMMENTS:** Making comments which are rich in detail. However, if the elaborated comment is vague, rambling and meaningless, it should be coded under "Vague comments" (above).

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DEFINITIONS

Please study definitions before coding, and re-read as needed — the category titles are merely cues. They are not clear without definitions.

SIDE TWO -- BEHAVIOR OBSERVATION RATINGS IN SETTINGS (BORIS)

SIZE OF GROUP OBSERVED

A "group" consists of one or more children clustered in the same physical space (at a table, in the doll corner, etc.) and/or united by a common focus of attention (all those watching television). The criterion of **common focus** takes priority over **shared physical space.**

ADULT ROLE

The eight role designations are:

Directs Activity Continuously: The children's attention is focused on the adult who is instructing, leading, or otherwise leading an activity of which he or she is the central focus.

Gives Substantive Assistance: Contact Initiated By Adult: During interactions with the group the adult asks questions or comments in order to facilitate understanding of concepts or task content. These interactions are intermittent rather than continuous. This role applies to situations where some of the adult's interactions include giving procedural assistance, as long as substantive assistance also occurred during the same observation. This role applies to situations where the initial contact with the group was initiated by the adult.

Gives Substantive Assistance: Contact Initiated By Child: Same as above except that the adult's initial contact with the group was initiated by a child.

Gives Procedural Assistance Only: Contact Initiated By Adult: The adult's interactions with the group are concerned exclusively with maintaining order, giving directions, sanctioning or approving various actions but do not involve any verbalizations aimed at the child/children's conceptual understanding of task content per se. As in the case of substantive assistance, these interactions are intermittent rather than continuous and do not form the central focus of the activity. This role applies to situations where the initial contact with the group was initiated by the adult.

Gives Procedural Assistance Only: Contact Initiated By Child: Same as above except that the adult's initial contact with the group was initiated by a child.

Is Basically A Participant Not A Leader: The adult interacts with children as a member of the group, participating in but not directing or regulating the activity.

Observes Activity But Does Not Participate: The adult's attention is directed toward the group, but there are no interactions with group members during the observation.

Is Basically Unrelated to Activity: The adult's attention is not directed toward the group.

CHILD ROLE IN SETTINGS

Form Of Activity

Independent Activity (one child working alone): One child working separately, forming a group consisting of only him/herself.

Adult/One Child Activity: Adult working with one child for a sustained period of time.

Parallel Activity: Children working individually in close proximity with UNIFORM products. Several children working on their own tasks in the same location where each child's product is supposed to be identical to the products of other group members. If done properly, one child's work should be indistinguishable from another's.

Parallel Activity: Children working individually in close proximity with DIFFERENT products: Several children working on their own tasks in the same location where each child's product is supposed to vary from the products of other group members -- even if the same raw materials are used.

Joint Activity: Children working cooperatively on a mutual activity or product where peer interaction is essential.

Collective Activity: Children in an activity characterized by a single focus, such as a discussion, or lesson.

Content Of Activity

Math: Computation or problem solving involving numbers and the arithmetic operations.

Language Arts: Activities related to written or oral communication of ideas.

Reading.

Creative Writing: Original written work.

Social Studies: The study of human unity, environment, culture or society including geography, history, government and study of neighborhoods.

Science: The study of natural phenomena.

Graphic: Drawing or painting on a two dimensional surface or designing of charts, maps, etc.

Manipulative: Activities involving the use of the hands to build or construct something.

Motor: Activities involving the use of large muscles.

Fantasy: The use of make believe in regard to one's own and other's identity or with respect to objects or events.

Discussion: A conversation organized around a particular topic or subject.

Reading To Children: Story time with a large group of children or a smaller, even one-to-one, situation where an adult reads to a child.

Card Or Board Games.

Music: Singing, listening to a record, or playing an instrument.

Integrated: Pertaining to more than one of the above options.

Other: None of the above options.

Base Of Activity

Based On Child/Children's Real Experience: Activity for which the central purpose is to recall, recreate, use and/or extend the child/children's life experiences.

Not Based On Child/Children's Real Experience: Activity for which the central purpose is other than the above.

Nature Of Activity

Abstract Activity: An activity which does not involve the child/children's direct manipulation of objects.

Manipulative Use Of Material: Expressive Activity: An activity where the child/children's manipulation of materials is carried out in terms of the child's own ideas such that the process or outcome of the activity has the mark of individuality.

Manipulative Use Of Material: Structured Activity: An activity where the child/children's manipulation of materials is carried out in line with established rules or procedures (card game) or results in a non-unique product (puzzle).

Choice Of Activity

Adult Planned As To Content And Timing: with no other options: There is no child choice in the selection of the activity.

Adult Planned As To Content And Timing: with other options: The child has the choice of whether or not to participate in an adult planned activity.

Planned Jointly By Child/Children With Adult: The child or group is engaged in an activity for which the choice and/or organization is based on child input as well as adult input. That is, the children's ideas or preferences play a part in the selection or design of the activity.

Self Selected As To Content Only: The child/children may choose **what** to do, but not **when** to do it.

Self Selected As To Timing Only: The child/children may choose **when** to carry out an assigned task.

Self Selected As To Both Content and Timing: The child/children may choose **what** to do and **when** to do it.

Not Enough Evidence: The child or group is engaged in an activity the origin of which cannot be definitely ascertained. (Note: When this occurs it may be possible to obtain the necessary information from an adult or child at the end of the day, and alter the entry of this category accordingly.)

Child Communication To Adult

Mostly Child-Initiated: The child/children's unsolicited comments occur more frequently than does adult solicited child communication. Choral responses are extremely rare, if they occur at all.

Mostly Adult-Solicited: The child/children respond to adult questions or comments more than they initiate comments or ask questions directed to the adult. Choral responses are extremely rare, if they occur at all.

Frequently Choral: During the observed activity there are repeated instances of choral responses, even if other types of communications are also present.

Basically Listening: A situation best characterized as one where the adult presents and the child/children listen, even if there is some child communication.

None (with adult present): The adult is present but the child/children do not speak to him/her.

None (no adult present): The adults in the room are basically unavailable or unrelated to the observed activity.

Peer Communication

Essential or Likely: Activities where mutual exchange of ideas is necessary for task completion or where the activity lends itself to peer communication because of the grouping arrangement and the lack of adult prohibitions against peer communication.

Unlikely But Not Prohibited: Activities in which the children's work does not lend itself to peer communication even though there are apparently no adult prohibitions against peer communication.

Inappropriate: Activities in which peer communication, if it occurs, would be discourteous or disruptive of the activity.

Prohibited: Situations in which explicit or implicit adult sanctions against peer communication apply.

Impossible: (no other child in close proximity).

NONVERBAL BEHAVIOR RATINGS

Subject Shows Friendliness, Affection, Support: Non-verbal communication which says "I like you" or gestures or facial expressions intended to encourage or affirm another person's efforts or ideas.

Subject Shows Hostility, Anger: Nonverbal communication which says "I'm mad at you" or "I want to hurt you."

BEHAVIOR RATINGS

Subject Misses Opportunity To Respond To, Clarify, Or Extend A Child's Thinking: Intentional or unintentional ignoring of a child's idea, misconception, expression of interest or concern.

Subject Acts In Way Which Contradicts Own Words: Being insincere or acting in a way which renders one's words meaningless.

Subject Copes With Stress Situation: Responding to an emergent problem or dilemma in a reasonably effective manner.

Subject Fails To Cope With Stress Situation: Not responding to an emergent problem or dilemma in a reasonably effective manner.

Subject Disrupts Ongoing Activity. Engaging in behavior which interferes with other people's work.

CHILD INVOLVEMENT

High Attention or Involvement in Activity: The child/children's commitment to the activity is great as evidenced by sustained concentration or obvious enthusiasm.

Mixture OR Moderate Involvement In Activity: The child/children's commitment to the activity is only fair. There are no overt signs of enthusiasm or boredom and while the child/children's concentration is adequate for task completion or participation in the activity there are occasional interruptions. This option is also used to describe situations where an individual's enthusiasm or concentration fluctuates widely during the observations, or where the degree of enthusiasm or concentration differs widely from one individual to the next.

Low Attention or Involvement in Activity: The child/children's commitment to the activity is minimal as evidenced by a lack of concentration, overt signs of boredom, or doing something unrelated to the task at hand.

APPENDIX C

BRACE

SETTING AND BEHAVIOR CODINGS

DURING CLASSROOM OBSERVATIONS

TABLE I

BACKGROUND DATA FOR OBSERVATIONS

No. of 5 minute intervals

a. Teachers	Alternative School Classrooms					Total	Other Salem Classrooms					Total
	I	II	III	IV	V		I	II	III	IV	V	
Time of Observations												
a.m.	4	6	6	5	3	24	3	6	2	6	6	23
p.m.	2	0	0	2	4	8	3	0	4	0	0	7
Size of Group Observed												
1	3	3	3	2	4	15	0	0	1	0	1	2
2	0	1	2	2	1	6	1	0	0	0	0	1
3	0	0	0	1	0	1	2	0	0	2	0	4
4-6	1	0	0	1	0	2	1	1	2	0	2	6
7-12	0	0	0	0	0	0	0	0	0	1	2	3
Whole Class	3	2	1	1	2	8	2	5	3	3	0	13
b. Children in Rotation												
Time of Observations												
a.m.	6	6	6	2	3	23	3	6	4	6	6	25
p.m.	0	0	0	5	4	9	3	0	2	0	0	5
Size of Group Observed												
1	2	3	3	4	2	14	4	1	2	2	1	10
2	0	1	1	2	3	7	0	2	0	0	0	2
3	1	1	0	0	1	3	2	0	0	2	0	4
4-6	1	1	1	1	1	5	0	1	2	1	3	7
7-12	0	0	0	0	0	0	0	0	0	1	2	3
Whole Class	2	0	1	0	0	3	0	2	2	0	0	4

TABLE IIa

ROLE OF ADULTS IN MAJOR AND MINOR CONTACTS
(Teachers Observed)

	No. of 5 Minute Intervals											
	Alternative School Classrooms					Total	Other Salem Classrooms					Total
	I	II	III	IV	V		I	II	III	IV	V	
Teacher Role - Major Contact												
Directs Activity Continuously	4	3	4	3	4	18	5	5	6	6	6	28
Gives Substantive Assistance; Contact: Adult	1	0	1	2	0	4	1	1	0	0	0	2
Gives Substantive Assistance; Contact: Child	1	2	1	1	2	7	0	0	0	0	0	0
Gives Procedural Assistance; Contact: Adult	0	1	1	1	1	4	0	0	0	0	0	0
Gives Procedural Assistance; Contact: Child	0	0	0	0	0	0	0	0	0	0	0	0
Teacher Role - Minor Contact												
Gives Substantive Assistance; Contact: Adult												
1 Contact during 5 minute interval	0	0	1	0	0	1	0	0	0	0	0	0
Gives Substantive Assistance; Contact: Child												
1 Contact	1	2	1	2	3	9	0	0	0	1	2	3
2 Contacts	1	0	0	2	1	4	1	0	0	1	0	1
3 Contacts	0	1	1	0	0	2	1	0	0	1	0	1
Gives Procedural Assistance; Contact: Adult												
1 Contact	1	1	0	1	0	3	0	0	1	3	1	5
2 Contacts	1	0	2	0	0	3	1	0	1	0	0	2
3 Contacts	0	0	1	0	0	1	0	0	0	0	0	0
5 Contacts	0	1	1	0	0	2	1	0	0	0	0	1
Gives Procedural Assistance; Contact: Child												
1 Contact	0	2	0	2	3	7	2	0	0	1	3	6
2 Contacts	1	0	1	0	0	2	0	0	0	0	0	0
3 Contacts	0	0	0	1	0	1	1	0	1	0	0	2

TABLE IIb

ROLE OF ADULTS IN MAJOR AND MINOR CONTACTS
(Children in Rotation Observed)

	No. of 5 Minute Intervals											
	Alternative School Classrooms					Total	Other Salem Classrooms					Total
	I	II	III	IV	V		I	II	III	IV	V	
Role of Teacher for Child												
Direct Avtivity Continuously	2	0	1	0	0	3	0	0	2	0	1	3
Gives Substantive Assistance; Contact: Adult	0	0	0	1	0	1	1	0	1	1	0	3
Gives Substantive Assistance; Contact: Child	0	0	1	1	1	3	1	0	1	0	0	2
Gives Procedural Assistance; Contact: Adult	0	2	1	2	1	6	0	2	0	1	0	3
Gives Procedural Assistance; Contact: Child	1	1	0	0	1	3	2	0	2	1	0	5
Basically a Participant, not Leader	0	0	0	0	0	0	0	0	0	0	0	0
Observes Activity	1	0	0	0	0	1	0	2	0	0	1	3
Unrelated to Activity	2	3	3	3	4	15	2	1	0	3	4	10
Role of Paraprofessional for Child (Student Teacher or Parent Volunteer)												
Directs Activity Continuously	0	0	0	0	0	0	1	1	1	1	0	4
Gives Substantive Assistance; Contact: Adult	1	1	0	0	0	2	0	0	0	0	0	0
Gives Substantive Assistance; Contact: Child	0	0	0	0	0	0	1	0	0	0	1	2
Gives Procedural Assistance; Contact: Adult	0	0	0	0	0	0	0	0	0	1	1	2
Gives Procedural Assistance; Contact: Child	0	1	0	0	0	1	0	0	0	1	0	1
Basically a Participant, not Leader	0	0	0	0	0	0	0	0	2	0	0	2
Observes Activity	0	1	0	0	0	1	0	1	0	0	0	1
Unrelated to Activity	0	3	1	5	0	9	0	3	3	3	0	9

TABLE III

FORM OF CHILD ACTIVITY

No. of 5 Minute Intervals

	Alternative School Classrooms					Total	Other Salem Classrooms					Total
a. Teachers	I	II	III	IV	V		I	II	III	IV	V	
Independent Activity	1	0	0	0	2	3	0	0	1	0	0	1
Adult/One Child Activity	1	1	4	2	3	11	1	0	0	0	1	2
Parallel Activity with												
Uniform Products	0	0	0	0	0	0	0	0	0	0	1	1
Different Products	1	2	1	3	0	7	0	0	0	0	0	0
Joint Activity	0	1	0	1	0	2	3	0	0	0	0	3
Collective Activity	3	2	1	2	2	10	3	6	5	6	4	24
b. Children in Rotation												
Independent Activity	2	4	2	3	1	12	3	0	1	1	1	6
Adult/One Child Activity	0	1	0	0	0	1	1	0	1	0	0	2
Parallel Activity with												
Uniform Products	0	0	0	1	0	1	0	1	0	1	1	3
Different Products	1	1	3	2	5	12	0	0	0	1	0	1
Joint Activity	1	0	0	0	1	2	1	1	0	0	0	2
Collective Activity	2	0	1	1	0	4	1	4	4	3	4	16

TABLE IV

CONTENT OF ACTIVITY

No. of 5 Minute Intervals

a. Teachers	Alternative School Classrooms					Total	Other Salem Classrooms					Total
	I	II	III	IV	V		I	II	III	IV	V	
Math	1	1	1	1	2	6	0	2	1	1	3	7
Language Arts	2	0	0	0	1	3	1	2	1	1	1	6
Reading	0	0	1	0	0	1	0	1	0	1	1	3
Creative Writing	0	1	1	0	0	2	0	0	0	1	0	1
Social Studies	0	1	0	2	0	3	0	0	0	0	0	0
Science	0	0	0	2	1	3	0	0	0	0	1	1
Graphic	0	0	0	0	0	0	1	0	0	0	0	1
Manipulative	1	1	0	0	0	2	2	0	0	0	0	2
Motor	1	0	1	0	0	2	0	1	0	0	0	1
Fantasy	0	0	0	0	0	0	0	0	0	0	0	0
Discussion	1	1	1	2	0	5	1	0	2	1	0	4
Reading to Children	0	0	0	0	2	2	0	0	0	0	0	0
Card or Board Games	0	0	1	0	0	1	0	0	1	1	0	2
Music	0	0	0	0	0	0	0	0	0	0	0	0
Integrated	0	0	0	0	0	0	1	0	0	0	0	1
Other	0	1	0	0	1	2	0	0	1	0	0	1
b. Children in Rotation												
Math	0	1	1	0	2	4	2	2	0	1	2	7
Language Arts	0	0	0	3	0	3	2	2	2	0	2	8
Reading	1	1	2	1	2	7	0	1	1	3	0	5
Creative Writing	0	0	0	0	0	0	0	0	0	1	0	1
Social Studies	0	0	0	1	0	1	0	0	2	0	0	2
Science	0	0	0	2	1	3	1	0	0	0	2	3
Graphic	1	1	1	0	0	3	0	0	0	0	0	0
Manipulative	2	3	0	0	1	6	1	0	0	0	0	1
Motor	1	0	0	0	0	1	0	0	0	0	0	0
Fantasy	0	0	0	0	0	0	0	0	0	0	0	0
Discussion	1	0	1	0	0	2	0	0	0	0	0	0
Reading to Children	0	0	0	0	0	0	0	0	0	0	0	0
Card or Board Games	0	0	0	0	0	1	0	1	0	1	0	2
Music	0	0	0	0	0	0	0	0	0	0	0	0
Integrated	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	1	0	0	1	0	0	1	0	0	1

TABLE V

BASE AND NATURE OF ACTIVITY

No. of 5 Minute Intervals

a. Teachers	Alternative School Classrooms						Other Salem Classrooms					
	I	II	III	IV	V	Total	I	II	III	IV	V	Total
Base of Activity:												
Real Experience	3	3	1	3	4	14	2	0	3	3	0	8
Not Real Experience	3	3	5	4	3	18	4	6	3	3	6	22
Nature of Activity:												
Abstract	3	5	5	5	7	25	4	5	5	6	5	25
Manipulative Expressive	1	1	0	1	0	3	2	0	0	0	0	2
Manipulative Structured	2	0	1	1	0	4	0	1	1	0	1	3
b. Children in Rotation												
Base of Activity:												
Real Experience	5	0	1	2	0	8	1	0	2	0	0	3
Not Real Experience	1	6	5	5	7	24	5	6	4	6	6	27
Nature of Activity:												
Abstract	2	3	6	6	4	21	3	5	5	6	4	23
Manipulative Expressive	3	3	0	1	1	8	1	0	1	0	0	2
Manipulative Structured	1	0	0	0	2	3	2	1	0	0	2	5

TABLE VI

CHOICE OF ACTIVITY

No. of 5 Minute Intervals

	Alternative School Classrooms						Other Salem Classrooms					
a. Teachers	I	II	III	IV	V	Total	I	II	III	IV	V	Total
Adult Planned												
No Options	2	1	2	1	3	9	2	6	5	6	6	25
With Options	4	3	4	0	0	11	3	0	1	0	0	4
Planned Jointly	0	1	0	0	0	1	0	0	0	0	0	0
Self Selected												
Content Only	0	1	0	1	1	3	1	0	0	0	0	1
Timing Only	0	0	0	0	1	1	0	0	0	0	0	0
Content and Timing	0	0	0	5	0	5	0	0	0	0	0	0
Not Enough Evidence	0	0	0	0	2	2	0	0	0	0	0	0
b. Children in Rotation												
Adult Planned												
No Options	2	1	1	1	0	5	2	6	5	6	6	25
With Options	1	2	2	0	0	5	2	0	0	1	0	3
Planned Jointly	0	0	0	0	0	0	0	0	0	0	0	0
Self Selected												
Content Only	3	3	1	0	3	10	0	0	0	0	0	0
Timing Only	0	0	0	3	0	3	0	0	1	0	0	1
Content and Timing	0	0	1	2	3	6	0	0	0	0	0	0
Not Enough Evidence	0	0	1	1	1	3	2	0	0	0	0	2

TABLE VII

COMMUNICATION DURING ACTIVITY

	No. of 5 Minute Intervals											
a. Teachers	Alternative School Classrooms					Total	Other Salem Classrooms					Total
	I	II	III	IV	V		I	II	III	IV	V	
Child Communication to Adult:												
Mostly Child Initiated	0	3	1	2	4	10	2	0	1	0	1	4
Mostly Adult Initiated	6	3	5	5	3	22	4	6	5	6	5	26
Frequently Choral	0	0	0	0	0	0	0	0	0	0	0	0
Basically Listening	0	0	0	0	0	0	0	0	0	0	0	0
None-Adult Present	0	0	0	0	0	0	0	0	0	0	0	0
None-No Adult Present	0	0	0	0	0	0	0	0	0	0	0	0
Opportunity for Peer Communication:												
Essential or Likely	3	4	1	4	3	15	6	0	3	1	3	13
Unlikely but not Prohibited	2	2	2	3	3	12	0	2	1	3	1	7
Inappropriate	0	0	0	0	0	0	0	4	1	2	2	9
Prohibited	0	0	0	0	0	0	0	0	0	0	0	0
Impossible-No Other Child Present	1	0	3	0	1	5	0	0	1	0	0	1
b. Children in Rotation												
Child Communication to Adult:												
Mostly Child Initiated	1	1	1	2	3	8	4	0	2	2	1	9
Mostly Adult Initiated	3	3	2	2	0	10	2	3	4	3	2	14
Frequently Choral	0	0	0	0	0	0	0	0	0	0	0	0
Basically Listening	0	0	0	0	0	0	0	1	0	0	0	1
None-Adult Present	0	1	0	0	0	1	0	1	0	0	2	3
None-No Adult Present	2	1	3	3	4	13	0	1	0	1	1	3
Opportunity for Peer Communication:												
Essential or Likely	3	4	3	4	5	19	5	3	1	1	2	12
Unlikely but not Prohibited	3	1	1	2	1	8	0	1	2	2	2	7
Inappropriate	0	0	1	0	0	1	0	2	3	3	2	10
Prohibited	0	0	0	0	0	0	0	0	0	0	0	0
Impossible-No Other Child Present	0	1	1	1	1	4	1	0	0	0	0	1

TABLE VIII

CHILD INVOLVEMENT IN ACTIVITY

No. of 5 Minute Intervals

	Alternative School Classrooms						Other Salem Classrooms					
	I	II	III	IV	V	Total	I	II	III	IV	V	Total
a. Teachers												
High Involvement	5	3	6	4	4	22	5	5	6	6	6	28
Mixture or Moderate	1	3	0	3	3	10	1	1	0	0	0	2
Low Involvement	0	0	0	0	0	0	0	0	0	0	0	0
b. Children in Rotation												
High Involvement	4	4	2	3	4	17	3	2	4	4	2	15
Mixture or Moderate	2	2	3	4	3	14	2	4	2	2	4	14
Low Involvement	0	0	1	0	0	1	1	0	0	0	0	1

TABLE IX

OTHER BEHAVIOR CODINGS

	No. of 5 Minute Intervals											
a. Teachers	Alternative School Classrooms					Total	Other Salem Classrooms					Total
	I	II	III	IV	V		I	II	III	IV	V	
Non-Verbal Behavior												
Affection	1	0	3	0	0	4	1	0	0	0	0	1
Hostility	0	0	0	0	0	0	0	0	0	0	0	0
Coping With Stress Situation	2	0	0	0	0	2	0	0	0	0	1	1
Disruptive Behavior	0	0	0	0	0	0	0	0	0	1	0	1
b. Children in Rotation												
Non-Verbal Behavior												
Affection	0	0	0	0	0	0	0	0	0	0	0	0
Hostility	0	0	1	0	0	1	0	0	0	0	0	0
Coping With Stress Situation	1	2	0	0	0	3	0	1	0	0	0	1
Disruptive Behavior	2	0	0	0	0	2	0	0	0	0	0	0

APPENDIX D

ANALYSIS OF COMMUNICATION IN CLASSROOMS DURING DIRECT OBSERVATIONS

TABLE X

PERCENT OF COMMUNICATION
WITHIN BROAD GENERAL AREAS

% of Verbal Communication

a. Teachers	Alternative School Classrooms					Total	Other Salem Classrooms					Total
	I	II	III	IV	V		I	II	III	IV	V	
Total Supportive	19	29	17	23	13	50	32	18	20	18	12	41
Total Cognitive	26	22	14	21	17	22	23	13	21	12	31	24
Total Affective	24	2	14	38	22	4	27	18	8	18	29	5
Total Routine	33	10	19	19	19	23	12	28	20	25	15	30
Total Non-Supportive	0	0	25	0	75	1	0	0	0	0	0	0
b. Children in Rotation												
Total Supportive	26	7	16	26	23	11	31	8	23	31	7	8
Total Cognitive	27	21	10	26	16	42	21	26	19	15	10	44
Total Affective	18	25	17	21	19	31	19	29	12	11	29	33
Total Routine	14	16	20	23	27	13	36	17	22	9	16	15
Total Non-Supportive	0	10	70	0	20	3	0	0	0	0	0	0

TABLE XI

PERCENT OF COMMUNICATION
IN SUPPORTIVE CATEGORIES

% of Verbal Communication

	Alternative School Classrooms						Other Salem Classrooms					
a. Teachers	I	II	III	IV	V	Total	I	II	III	IV	V	Total
Support for Learning	22	28	7	27	16	60	31	21	20	14	14	68
Support of Person	5	40	10	40	5	5	57	9	9	25	0	6
Support of Management	14	29	35	14	8	35	31	13	22	28	6	26
b. Children in Rotation												
Support for Learning	26	9	9	30	26	60	15	11	26	37	11	73
Support of Person	33	0	50	17	0	16	10	0	0	0	0	4
Support of Management	22	11	11	22	34	24	67	0	16	17	0	23

TABLE XII

PERCENT OF COMMUNICATION
FOR SUPPORT OF LEARNING

	a. Teachers		b. Children in Rotation	
	Alt.	Salem	Alt.	Salem
Accepting, Encouraging	.41	.39	.22	.21
Extending, Clarifying	.24	.18	.04	.21
Recognizing Specific Accomplishment	.21	.19	.52	.37
Stimulating Self Correction	.14	.20	.22	.21
Total Support of Learning	.60	.68	.60	.75

TABLE XIII

PERCENT OF COMMUNICATION
FOR SUPPORT OF PERSON

	a. Teachers		b. Children in Rotation	
	Alt.	Salem	Alt.	Salem
Showing Warmth and Affection	.10	.09	.00	.00
Showing Human Interest	.90	.91	1.00	1.00
Total Support of Person	.05	.06	.16	.04

TABLE XIV

PERCENT OF COMMUNICATION
FOR SUPPORT OF MANAGEMENT

	a. Teachers		b. Children in Rotation	
	Alt.	Salem	Alt.	Salem
Redirecting and Guiding	.60	.63	.56	1.00
Calm Rational Control	.40	.36	.44	.00
Total Support of Management	.35	.26	.24	.23

TABLE XV

PERCENT OF COMMUNICATION
FOR COGNITIVE CATEGORIES

	a. Teachers		b. Children in Rotation	
	Alt.	Salem	Alt.	Salem
Logical Thought	.55	.65	.22	.40
Imaginative Thought	.03	.02	.16	.06
Logic and Imagination	.01	.03	.04	.01
Thinking with Feeling	.03	.01	.18	.10
Information and Facts	.38	.29	.40	.43
Total Cognitive	.22	.24	.42	.44

TABLE XVI

PERCENT OF COMMUNICATION
FOR AFFECTIVE CATEGORIES

	a. Teachers		b. Children in Rotation	
	Alt.	Salem	Alt.	Salem
Positive Feelings	.05	.10	.10	.18
Negative Feelings	.08	.08	.24	.20
Humor, Kidding	.38	.32	.19	.28
Needs, Desires	.49	.50	.47	.34
Total Affective	.04	.04	.31	.33

TABLE XVII

PERCENT OF COMMUNICATION
IN ROUTINE CATEGORIES

	% of Verbal Communication											
	Alternative School Classrooms					Total	Other Salem Classrooms					Total
	I	II	III	IV	V		I	II	III	IV	V	
a. Teachers												
Management	41	9	23	18	9	71	12	27	20	27	14	82
Feedback	5	14	7	26	48	22	15	36	8	8	33	13
Other	36	7	21	7	29	7	6	13	44	31	6	5
b. Children in Rotation												
Management	25	21	8	25	21	55	36	23	14	9	18	49
Feedback	0	0	0	40	60	11	0	25	38	12	25	18
Other	0	13	47	13	27	34	53	7	26	7	7	33

TABLE XVIII

PERCENT OF COMMUNICATION
FOR ROUTINE-MANAGEMENT

	a. Teachers		b. Children in Rotation	
	Alt.	Salem	Alt.	Salem
Directing, Procedural	.87	.91	.79	.77
Permission	.13	.09	.21	.23
Total Routine-Management	.71	.82	.55	.49

TABLE XIX

PERCENT OF COMMUNICATION
FOR ROUTINE-FEEDBACK

	a. Teachers		b. Children in Rotation	
	Alt.	Salem	Alt.	Salem
Correcting Information	.28	.38	.40	.63
Generalized Praise	.05	.03	.00	.00
Acknowledgement	.67	.59	.60	.37
Total Routine-Feedback	.22	.13	.11	.18

TABLE XX

PERCENT OF COMMUNICATION
FOR ROUTINE-OTHER

	a. Teachers		b. Children in Rotation	
	Alt.	Salem	Alt.	Salem
Own Lack of Knowledge	.86	.56	.33	.53
Social Amenities	.14	.44	.13	.13
Vague Comments	.00	.00	.54	.34
Total Routine-Other	.07	.05	.34	.33

TABLE XXI

PERCENT OF COMMUNICATION
FOR NON-SUPPORTIVE CATEGORIES

	a. Teachers		b. Children in Rotation	
	Alt.	Salem	Alt.	Salem
Demeaning Comments	.00	.00	.80	.00
Harsh Punitive Control	.00	.00	.20	.00
Total Non-Supportive	.00	.00	.03	.00

APPENDIX E

ANALYSIS OF FLOW OF COMMUNICATION DURING CLASSROOM OBSERVATIONS

TABLE XXII

FLOW OF COMMUNICATION

% of Verbal Communication

	Alternative School Classrooms					Total	Other Salem Classrooms					Total
a. Teachers	I	II	III	IV	V		I	II	III	IV	V	
To Individual Child	21	22	18	23	16	91	29	17	19	16	19	65
To Group	53	15	4	11	17	8	19	26	20	26	19	31
To Adult	0	0	1.0	00	00	1	48	17	21	14	00	4
Total	24	22	17	22	15	1.0	24	20	19	19	18	1.0
b. Children in Rotation												
To Individual Child	17	19	17	26	22	75	22	22	8	22	26	55
To Group	22	33	11	17	17	5	0	41	50	5	5	7
To Adult	41	21	15	15	9	20	38	25	25	6	6	38
Total	22	20	16	23	19	1.0	27	24	18	15	16	1.0

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APPENDIX I

Child Study Team
Chapter 766 Referral Process
Salem Public Alternative School

Child Study Team

- **Referral Teacher** – Originates referral & Ed Assessment
- ↓
- **Program Director** – Approves referral
- ↓
- **Referral Source** – Collects additional data, Returns completed file to Program Director
- ↓
- **Program Director** – Schedules CST meeting
- ↓
- **CST Meeting** – Develops Plan or Referral

CST Team Members:
- Program Director
- Teacher (referring)
- Special Ed. Rep.
- Nurse
- Psychologist
- Guidance/Adjustment Counselor
- Speech Therapist*

*Optional

Chapter 766

- **Program Director** – Submits referral & CST data
- ↓
- **Spec Ed. Dept** – Assigns assessments, collects-returns
- ↓
- **Program Director** – Reviews materials & schedules CORE
- ↓
- **CORE**
- ↓
- **Spec Ed. Dept** – Completed ed. plan

RECOMMENDATIONS

Instructional Alternatives

Proper Utilization of Building Personnel

Responsibility Chart

Referral Procedures: Child Study Team

Referral Procedures: Core Evaluation Team

Director's Notebook

Follow-up Evaluation Procedures

Role of Director

Other

APPENDIX J

SALEM PUBLIC ALTERNATIVE SCHOOL

PROPOSAL for STAFF EVALUATION

Problem Statement: The growing concern over staff evaluation has the potential to divide teachers and members of the Executive Board. Parents are pressing to exercise their role in the decision making process and teachers are concerned about the process for making decisions. Certainly there are other issues, but in my own view these are the most critical. The following recommendations reflect my position and ideas to resolve the present dilemma. I feel strongly about these recommendations and urge everyone to read them from an educational perspective.

Goal: The goal of the evaluation is to improve the quality of instruction through on-going observations conducted by a representative group.

Proposal Outline

1. The team observers would consist of four people - the administrator, one teacher, and two parents. However, only two people would be observing at one time. The combinations would be a parent with the administrator and a parent with a teacher. The parents would switch for the next monthly observation.

   a. The administrator would be a permanent member of the team.

   b. Parents would be screened and selected by the Executive Board, however, one parent must be a classroom aide with the teacher who is being observed.

   c. The faculty would determine which teacher would be on the team.

   d. Every teacher must be involved on an observation team.

   e. The teacher on the team would be evaluating another teacher from his or her teaching unit - (teaching units K-3, 3-6, 6-8)

2. Before and after each observation, the team would discuss the evaluation with the teacher and make recommendations to the teacher for self-improvement.

3. Each pair of observers would conduct one observation (at the same time) one hour in each classroom per month approximately two weeks apart. The entire team would confer at the end of the month to share their input and discuss the need for in-service workshops and also submit their findings to the building administrator who signs the form along with the teacher being evaluated and sends it to the superintendent.

4. For academic year 76/77, each teacher should be observed twice monthly (once by each pair of observers) beginning in November and ending in May.

5. At a workshop an instrument would be discussed and agreed upon by both parents and teachers before the observations begin.

6. Another workshop for all teachers and parents participating on the teams would be held to review the use of the instrument.

7. At this point, we need to discuss the proposal, come to some agreements and move on.

TIME TABLE

1. By the end of October, an agreement on the concept and administration of staff evaluation.

2. By November, an agreement on the instrument to be used. Dr. Kohring can be available to conduct the workshop.

3. By the second week in November, an agreement on the process for using the instrument. This workshop would include discussion in the pre and post conference with the teachers being observed.

4. During the third week of November, observations would begin.

APPENDIX K

STATISTICAL ANALYSIS

OF

NEEDS ASSESSMENT SURVEY

JANUARY

1977

NEEDS ASSESSMENT

INTRODUCTION

When any organization, be it a school district or an industrial complex, undertakes an activity to evaluate its performance and to plan for improvement, many diverse opinions are frequently expressed. Some individuals, usually those within the system or organization, may be prone to state that they are best aware of the needs, while others, usually outsiders, proclaim the better vantage point and raise the issue of objectivity. Too often, those with the most eloquent spokespersons, the most clout, or with the most persistent voices will prevail. In an effort to identify the needs of the district as perceived by the community, the Alternative School Study Committee developed the Needs Assessment that was contained in the November 1976 issue of the Salem School Newsletter.

Among the reasons advanced for undertaking the project were: identification and documentation of needs; assignment of priorities; compilation of information as a basis for decision making, and, in light of the increased financial burden placed upon the tax-paying community for support of public education, to foster citizen involvement.

The design format, selection of questions, and analysis of data was the product of the committee as a whole, while the tabulation of results was done with the assistance of the data processing coordinator. To all who participated, the committee is extremely grateful.